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ABSTRACT

The eight papers in this collection were presented at an Association of College and Research Libraries workshop held in September 1988 in Buffalo, New York. The papers are as follows: (1) "Making Real Changes: Course Integrated Instruction and Its Impact, a Case Study" (Joan Ormondroyd); (2) "Dual Function Positions: A View from the Trenches" (Amy L. Paster); (3) "Faculty Status, Longevity, and Salaries among Librarians in LIBRAS" (Jonathan D. Lauer, Edward W. Meachen, and Donald H. Dilmore); (4) "A New Twist on an Old Theme" (Honey Marchetti); (5) "New York State Periodical Index" (Judith Jennejahn and Margaret Rich); (6) "Physical Condition of the Collections at E. H. Butler Library, State University College at Buffalo: Report of a Survey" (Mary Lee C. Xanco and Kathleen Quinlivan); (7) "The Role of Practising Librarians in Library Education" (Gillian M. McCombs); and (8) "What Does Copyright Have To Do with My Teaching Activities? What Is Fair Use? What Is an Anthology?" (Stuart Milligan). Lists of Western New York/Ontario chapter officers for 1987-88 and 1988-89 are included. (MES)

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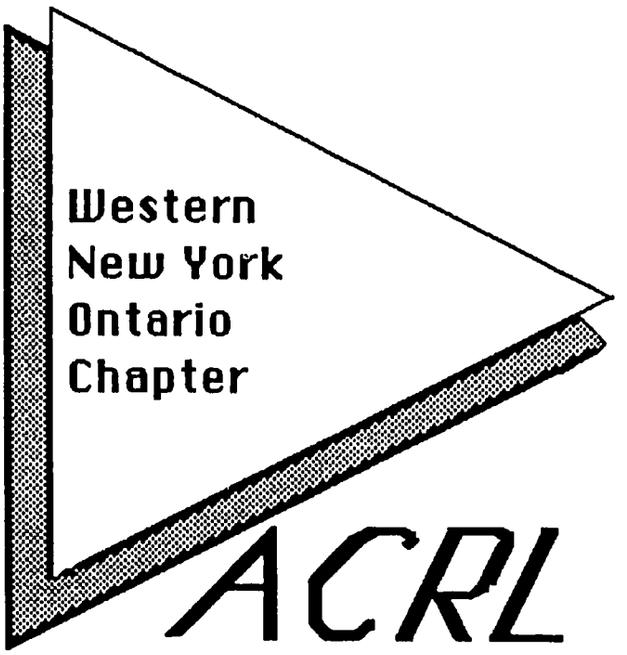

CONTRIBUTED PAPERS WORKSHOP

September 26, 1988

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Making Real Changes: Course Integrated Instruction and Its Impact, a Case Study

Joan Ormondroyd
Cornell University

One of the most popular courses on the Cornell campus is Professor Andrea Parrot's Human Service Studies 315: Issues in Human Sexuality. The course is taught in the fall and spring terms and generally has an enrollment of 400 students. It is taught in an abbreviated version in the summer, but even then enrolls a large number of students. Librarians in several of the campus libraries have found the course to be a serious problem for both their reference and stack collections as the students enrolled in it rarely understand research strategy, tend to leave their assignment (a short research paper) to the last minute, and are nearly all looking for the same materials at exactly the same time. Because the course is popular with whole groups of students (e.g. it is often taken by the entire basketball team or an entire fraternity), Professor Parrot, to prevent plagiarism and the use of old papers, requires that her students use current material. She also changes topics nearly every term. A grant from the President's office has enabled Cornell librarians to be involved more directly in the assignment for the course; an involvement that has helped to change the research behavior of its students.

In 1980 Professor Andrea Parrot, a new member of the Department of Human Service Studies, began teaching a course entitled HSS 315: Issues in Human Sexuality. Ordinarily a new course being taught on our campus does not make itself felt immediately; sometimes hardly at all. In this case, however, probably in part due to the subject matter and in part to the exceptional vitality and speaking skills of the professor, enrollment in the class was large from the very beginning. By the end of that first semester almost every reference librarian at Cornell had encountered at least some of the students from this class. They had appeared on the library scene all semester long, but descended en masse during the last week or two of school, all needing exactly the same materials, and nearly all researching the same topics.

Acting as spokesperson for the librarians, I approached Professor Parrot sometime in 1981 and convinced her to let me speak to her students on a voluntary basis--that is, students could come to a library session if they wished. Professor Parrot did not yet fully appreciate the importance of such a session so there was need at that time to keep our approach gentle and low key. Over the next few years Professor Parrot worked more and more cooperatively with the librarians,

eventually making the library session a mandatory part of her course.

By 1985 we were teaching approximately ten bibliographic instruction sections per semester to the students in this class. We had also convinced Professor Parrot to allow her students to choose a somewhat broader series of topics, helping, in fact, to find new and exciting topics which we would send to her for approval. However, despite our efforts there was still too much competition for the same materials, resulting in pages ripped out of journals and books missing from shelves for long periods of time. The fact that the assignment also required that all material come from the latest year or two and that "scholarly" sources were required, added to the frustration level of both students and librarians. We could sympathize with Professor Parrot's concerns about plagiarism and the use of fraternity paper files, but felt that there must be a better way to tackle the problem. It seemed to some of the librarians that the solution might lie in still more varied paper topics as well as in the broadening of the time span from which articles could be drawn. However, one of the major difficulties in resolving the relationship between the course and the libraries was due, in part at least, to our added responsibilities of computer searching, bibliography preparation and an ever-increasing instruction load. All of these activities had cut down on the amount of time available to work out an intensive and truly cooperative relationship with many of the instructors whose students we were trying to help.

The announcement in 1987 of the Cornell President's Initiative Grants for the Improvement of Undergraduate Education seemed like manna from heaven to many of us. We felt that we had the perfect situation to merit a grant: a professor who supported our efforts and a very large number of undergraduates whose behavior we would be affecting. We were also fortunate in having a library director who believed that librarians do have a role in undergraduate education. Here was an opportunity to apply for money which could provide us with some extra staffing and the potential to work through this problem to a satisfactory solution. On the other hand, the competition for these grants was fierce; faculty from most departments on campus were planning to apply. Would we as librarians have a chance? With nothing to lose we decided to give it a go, and much to our delight when the final announcements were made, the Uris Undergraduate Library was awarded a $10,000.00 grant which was to be matched, in part, by library funds, and used over the next three years. Although it was a third of what we had originally applied for we felt fortunate in getting it as the number of grants applied for exceeded the number of grants actually awarded by more than four to one.

This money enabled us to hire a part time librarian to fill in for me at the reference desk while I spent those hours working through a new research methodology with Professor Parrot and her class. Since December, 1987 Andrea Parrot and I have met together numerous times to discuss ways in which the library-course connection could be improved. During the spring semester (1988) librarians in the Undergraduate Library presented the usual ten library sessions they have presented in the past, but the changes made in the assignments connected with those sessions have made critical changes in the way students are using the library and in the quality of the papers they are producing.

The first major change had to do with when the paper research was being done. We in the libraries had long felt that one of the biggest problems with the assignment had to do with the time of the semester at which it was due. By having the paper deadline during the last week of the semester, Professor Parrot had ensured that her students would compete not only with each other but with students from numerous other courses as well--since final-week deadlines are popular with any number of faculty. I suggested to her that the research paper required for the course could be improved if it were preceded by the assignment, earlier in the semester, of a critical, annotated bibliography. The objectives of such an assignment were: to allow students to examine carefully and critically the written materials available on a given subject; to enable students to increase their knowledge about and efficiency in using the services and resources of a major university library; to increase student expertise in one of the areas covered by the course and to encourage students to look for materials early in the semester when competition for them was not as great. In addition, such an assignment would allow students time to obtain materials through interlibrary loan if necessary, and would give them a chance to improve on the resources they found if those did not meet the standards established by the professor.

What the details of this assignment would be and how the librarians would be involved in it were critical issues that the professor and I worked out together. She was eager to have us continue to teach her students about library resources, but saw a need to broaden the content of our sessions to include instruction in bibliographic format. (She requires students to use the American Psychological Association's publication guidelines). I was eager to prepare materials that would help students distinguish between scholarly and non-scholarly journals since their inability to do so had been a problem in the past. We planned that students would leave the library session with a clear idea of what was meant by the term "critical annotation" and how to write one, and of what parts a bibliographic citation should consist.

How the assignment would be announced and the manner in which it would be turned in to the instructor were also part of our deliberations. Professor Parrot decided that she would like the librarians to present the annotated bibliography assignment as part of the library session. We were also to describe not only the format of the assignment, but its various parts; an introductory essay (describing briefly how the student had done his/her research), the annotated bibliography (she asked for no fewer than six items, of which three must be scholarly), and a thesis statement based on what the student had learned from reading the materials gathered for the bibliography. This last requirement also meant that the librarians would teach students what a thesis statement is and does and how to write one. The due date for this assignment was mid-semester. The bibliography would constitute approximately one-fifth of the paper grade. Any student failing to achieve a passing mark on the bibliography would be required to do it over before being allowed to turn in the final paper. To assure that the materials used in the bibliography would be available for perusal at the time the final papers were due, students were encouraged to photocopy as much of the material they examined as possible.

Professor Parrot was convinced that by grading the bibliographies the teaching assistants would have a better sense of the final papers, although there was some feeling on their part that the librarians, having given the assignment should also grade it. For one thing, neither the professor nor the teaching assistants felt qualified to judge the bibliographies in the same manner that a librarian would. I was asked to teach them how. Meeting with the professor and the four teaching assistants I worked out some general guidelines to follow. Together we graded a number of the completed bibliographies, taking into account the quality and appropriateness of the sources, details of the introduction, the ability to write clear and critical annotations and a good thesis statement, and finally, the accuracy of format. Errors of grammar, punctuation and spelling were corrected, but unless they intruded on the meaning of a sentence such errors did not cause students to lose points.

How did the students feel about the assignment? Since I agreed to grade one-sixth of the total number of papers I think I have a reasonably good understanding of the students' reactions. Of the nearly 70 papers I graded all but one contained some positive statement about this experience. Comments such as "I finally feel as though I've learned how to use the libraries" or "this was the first time I had ever tried to use something other than the Reader's Guide to Periodical Literature to find an article, " or, "this was one of the most useful assignments I've had since coming to Cornell" were very gratifying. The one negative statement

came from a senior who felt that it was an "insult" to have to do this assignment since he already knew "all there was to know" about doing research. (He actually did a rather poor job on his bibliography, so I didn't take his comment too much to heart).

And the librarians? Now that the semester is over and we've had a chance to talk about the impact of the assignment on the libraries we find that we have a lot to be pleased about. The 400 students from HSS 315 who usually appear at our desk in a panic during the last weeks of the term just didn't materialize this year. They had all done their research early in the semester and when everyone else was hunting down resources they were busy writing their final paper. We also had far fewer reports of articles ripped out of journals.

Professor Parrot also feels that the assignment was worthwhile. The average grade for the course was up 1.75 points over any previous semester and whereas in previous semesters she and her teaching assistants have had to cope with numerous complaints about grades, this term there were only two. Perhaps most important of all, there were no cases of plagiarism. In fact, the professor has decided to extend this assignment to HSS 101: Issues in Human Services Delivery, a course with an enrollment of 150 students which she teaches every fall.

We have two more years of our Initiatives grant. Can we continue this program once the grant has run out? We think so. Now that the basic materials have been produced, the professor and teaching assistants have been trained in grading an annotated bibliography, and everyone involved is convinced of the value of the assignment, we think it should be reasonably simple to keep our materials updated and our contacts with the course ongoing. We look forward to refining our lectures and handouts and perhaps the assignment itself, but feel that the integration of bibliographic instruction with this course has been a true success.

Dual Function Positions: A View From The Trenches

Amy L. Paster The Pennsylvania State University

Abstract

Since the onset of automation in the university library there has been a slow moving trend towards the holistic or dual function librarian. In most cases this is a combination of public and technical service responsibilities, i.e. reference and cataloging in a specific subject area. Along with this position comes new demands on the time and skills of the librarian. Qualifications above the usual are necessary to fully benefit from this type of arrangement. A person must be an efficient time manager, have good oral communication skills, be flexible and have a sense of humor. It is also important for the administration to recognize the problems and concerns of the librarian in this position. A mutual understanding of what is involved will enhance the success of this integration of services.

University libraries are typically structured with a division between public and technical services units. The onset of automation has made it practical to integrate these two services into one. Under this arrangement division is based on subject rather than function. This subject divisional plan for library organization is an innovation which had its beginnings in the early 1940s when libraries were divided into broad service areas reflecting groups of subjects. Subject specialist librarians had dual assignments, half their time was spent cataloging and the other half in public service. This type of arrangement was gradually abandoned by the libraries that used it. The 1970s and the inception of library automation brought this concept back to the attention of the library world. [1]

As automation continues to grow at its present pace, integration and reorganization of university libraries will become increasingly prevalent. In March of 1986 a survey was conducted by the Association of College and Research Libraries on "Automation and Reorganization of Technical and Public Services." Some of the results include: twenty-five occurences of multiple role positions (this is defined as one individual performing more than two major functions), thirteen libraries reported dual function positions, and four libraries make use of job rotation. [2] The University Libraries at Penn State were one of the thirteen libraries indicating a dual function position.

To fully appreciate the ramifications of the dual function position at Penn State, a brief description of the University Libraries is in order. It is comprised of a central collection (Pattee) and six subject libraries at University Park, and libraries at each of twenty campuses throughout the Commonwealth. Collections include over two million volumes, as well as extensive holdings of maps, microforms, and documents. Serving approximately 63,000 students at all locations, with 35,000 enrolled at University Park, the Libraries have developed an integrated, automated system being used in innovative ways to enhance and complement services. This system is called LIAS which stands for Library Information Access System. This system controls interactive functions like record creation/ maintenance and inventory control, which includes circulation, personal reserve and intra-campus lending. Penn State participates in OCLC, (Online Computer Library Center) RLIN, (Research Libraries Information Network) and PRLC (The Pittsburgh Regional Library Center.)

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[1] Lois M. Pausch, "Reference/Technical Services Cooperation in Library Instruction," The Reference Librarian 10, (Spring/Summer 1984):101-107.

[2] B. J. Busch, "Automation and Reorganization of Technical and Public Services," Spec Flyer 112, (March 1985): 1-5.

The Library at University Park is divided into two major divisions. BRSD (Bibliographic Resources and Services Division) handles technical services, and RISD (Reference and Instructional Services Division) is the public service section. The term RISD Cataloger, among others, is used to describe the dual function librarians at Penn State. There are currently five of these positions, one in each of the following units: Engineering, Physical Sciences, Life Sciences, Special Collections and Documents. A small number of original catalogers are being retained in technical services units where they serve as bibliographic experts.

What are the duties and responsibilities of an RISD cataloger? To name a few: provide reference services; contribute to the development of reference and general collections; present course-related instruction; assist faculty and students in conducting computerized database searches; original cataloging of monographic publications; update bibliographic records requiring classification, subject access or other elements for bibliographic control; master local cataloging or processing policies and practices and maintain awareness of appropriate national or regional developments in bibliographic control; participate in planning and discussion of appropriate issues in both bibliographic access and reference; and engage in regular consultation with fellow catalog librarians on bibliographic matters. [3] In addition to the above, this librarian is expected to participate in activities related to library governance, library-wide efforts to develop systems and services, and devote time to research, scholarly activity, and service to the University and the public.

Most of the material being written today about dual function positions is coming from either the administrative level or those involved in technical services. These articles deal with the management and organizational structure of the library and the benefits to the librarian. Michael Gorman's "On Doing Away with Technical Services Departments" [4] is considered a classic article in this area. He describes the reorganization of the University of Illinois at Urbana-Champaign Library. Gorman's premise is that libraries of the future should contain groups of librarians formed around services or subjects or languages or combinations of the three. Amy Dykeman of Rutgers University writes that one of the outcomes of this position might be a greater chance of promotion. "... for those academic libraries with tenure requirements, contact with the public (especially with faculty members) and a

[3] The Pennsylvania State University, Statement of Primary Assignment, 1 October 1985.

[4] Michael Gorman, "On Doing Away With Technical Services Departments," American Libraries 10, (July 1979): 635-637.

willingness to try new professional duties are often worthwhile endeavors for promotion considertions." [5] Greater job satisfaction is another common theme in these papers. What is not seen is documentation being written by individuals who actually have one of these positions (maybe they do not have the time.)

One of the problems facing librarians holding this position is what they are called. Speaking from experience here is a partial list of some of terms currently being used: adjunct, reference/cataloger, holistic, renaissance, distributed, integrated, split, dual position and "one of those librarians." This is a minor issue but a vexing one. More important matters are the question of evaluation, divided loyalties and inflated expectations on the part of both the librarian and the rest of the library faculty.

Evaluating a librarian's performance in one area is tricky enough, but how do you evaluate a dual position librarian? Thomas Leonhardt states:

> "Should each supervisor's evaluation be qualified with the statement to the effect that for a half-time cataloger or for a half-time reference librarian the person is doing well? How well is that person cataloging compared to full-time catalog librarians, and not just in quantitative terms? If one area is rated lower than the other for the year, does the person being evaluated neglect, even slightly, the strong area to bring up the other? Have we placed the individual on a teeter-totter that may never be balanced?" [6]

This is an area that needs further investigation. At Penn State the situation is handled by having the librarian evaluated by their RISD (public services) supervisor with input from their RISD (technical services) supervisor. This seems to be work because the assignment is split two-thirds public service and one-third cataloging. Written into the University Libraries Strategic Plan for 1985 was a plan to "assess the success of the adjunct BRSD/RISD positions particularly in the light of obtaining input for collection development and improvement of bibliographic services." [7]

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[5] Amy Dykeman, "Betwixt and Between: Some Thoughts on the Technical Services Librarian Involved in Reference and Bibliographic Instruction," The Reference Librarian, (Spring/Summer 1984): 238.

[6] Thomas W. Leonhardt, "Cataloger/Reference Librarian-The Way to go?" RTSD Newsletter 9,no.3 (1984):28.

[7] The Pennsylvania State University Library, Libraries Strategic Plan, Draft IV, 18 October 1985.

As stated earlier most university libraries are divided into two distinct sections, reference and technical services. These two groups have the tendency to work against each other rather than together. One of the goals of the dual position librarian is to bridge this gap and act as a liason between the two. This can be difficult. When this position first started at Penn State there was a perception of divided loyalties, the librarians did not feel like they really "belonged" to either public or technical services. This was complicated by the fact that most of the first year was spent with the technical services unit undergoing cataloging training. The public service units were unsure of where they stood in all of this. This problem has since been resolved through time. The librarian is a liason between the two divisions and communication has greatly increased between the two groups.

The last issue to consider is that of inflated expectations. The fact is that the dual function librarian is a new position and nobody knows what to expect. This includes both the librarians in the position and the rest of the library faculty. There is the notion that this person can somehow be fulltime, or close to it, in both divisions, and still have time available for research and other professional activities. This is where time management is very important along with the ability to delegate duties. It is not uncommon to have three to four meetings in one day. The librarian and the staff must realize that everything can not be done `today'. Time and experience once again resolve this issue.

There are many positive sides of this type of job integration. Communication and understanding between divisions is increased. Projects that require an in-depth knowledge of both units may be successfully undertaken. It also provides a cataloger with added insights into how users approach the catalog. This in turn may be incorporated into the creation of records and suggestions for online system changes.

In conclusion it may be stated that this position, with the proper support and planning, has the potential of being very beneficial to both the library and the librarian. Comments from people in this situation always mention the overwhelming workload, but quickly add that the great variety and flexibility makes it all worthwhile.

Faculty Status, Longevity, and Salaries Among Librarians in LIBRAS

Jonathan D. Lauer, Houghton College (NY)
Edward W. Meachen, North Central College (IL)
Donald H. Dilmore, University of Lowell (MA)

Most studies of faculty status vs. non-faculty status do not consider differences in salary between the two groups, but more often focus on the disparities between librarians and teaching faculty. This study of a 16 member college library consortium finds that longevity correlates significantly with salaries and that salaries are significantly higher for those librarians holding faculty status compared with those who do not.

Introduction

The literature is replete with articles arguing the relative merits and demerits of faculty status for academic librarians. Many address philosophical questions, most notably the propriety of adopting the collegial model for academic librarians, usually emphasizing problems associated with workload, schedule, and professional standards as they relate to issues of promotion and tenure. Others focus on a separate but equal approach to the status of librarians in academe. Some touch on salary and other compensation. Still other sources provide salary data, but ignore the issue of faculty status entirely.

In the last six or seven years literature on faculty status has turned pessimistic. Pauline Wilson's discussion of the fiction of faculty status is an example. She argues persuasively that faculty status for librarians is inappropriate because librarians cannot be judged for tenure and promotion on faculty standards, namely teaching, publications, and advising.[1] John N. DePew takes the next logical step by arguing that the ACRL standards on faculty status for librarians, written in 1971, are no longer appropriate and must be scrapped. The tenure and promotion clauses of the guidelines, DePew says, should be changed to reflect the reality of what librarians do, not the fiction that librarians should be measured against faculty standards.[2]

Seventeen years after the adoption of the ACRL standards a majority of librarians apparently hold faculty status, but that status is as varied as the colors in Joseph's robe. The consensus of those writing articles on the issue indicates that while the responsibilities incumbent upon librarians with faculty status are real enough, the benefits are often illusory. A small minority of librarians with faculty status, most particularly some at large research

institutions, enjoy such faculty perquisites as sabbaticals and nine-month contracts, yet the vast majority are judged for tenure and promotion on the same criteria as the teaching faculty.[3] Despite the seeming discrepancies between the image and reality of librarian faculty status we perceive a reluctance to part with what was so hard-earned.[4] It appears the evidence is mounting that faculty status is a millstone of unwanted responsibility rather than an amulet guaranteeing acceptance as equals among those engaged in the educational endeavor.

Research on salaries for academic librarians, lean and spare though it may be, tends to substantiate the position of those who oppose faculty status. Using AAUP salary statistics Mel Westerman compared the reported salaries of the teaching faculty with those of academic librarians. If academic librarians have been accepted into faculty ranks, the most important indicators of that acceptance might well be salary. But Westerman found in 1982 that on average academic librarians were paid far less than the teaching faculty, and that often the library director made less than the average assistant professor. At four year colleges the library director was paid comparably to the teaching faculty at the instructor rank.[5] Westerman did not separate those librarians with faculty status from those without, however. Nevertheless, it is clear that most librarians, regardless of status, do not enjoy the same salaries and perquisites as the teaching faculty.[6]

The fears of some librarians that giving up faculty status will have an adverse effect on the profession may be grounded in fact. One test of this possibility would be to investigate salary and longevity as they relate to the holding or the absence of faculty status. No recent investigation of this problem exists. This study, focusing on LIBRAS, a small, relatively homogeneous group within academic librarianship, attempts to show, through the collection and analysis of basic data, the extent to which faculty status may positively affect the salary of academic librarians.

Why the LIBRAS Consortium?

LIBRAS, a consortium comprising 16 Chicago-area liberal arts college libraries,[7] was founded in 1965. All members are private institutions, ranging in size from 300 to 4000 FTE students, and averaging just over 1,300. While ten of the sixteen colleges offer graduate curricula, the constituent members are primarily four-year liberal arts colleges. All participate in OCLC and all enjoy the benefits of consortial cooperation, first and foremost extensive and responsive interlibrary loan service, but also cooperative collection development, continuing education, and group purchase of supplies. Professional staff size averages 4.5 FTE per

institution. Two of the three authors are present or former directors of a LIBRAS library. The consortium was chosen as a research base because of its manageable size, its relative homogeneity, and the good cooperation expected (and experienced) during the collection of data.

Methodology

During the spring of 1988, a simple survey, with accompanying cover letter) was distributed to LIBRAS librarians (See Appendix A). The letter emphasizes the researchers' intention to protect the privacy of LIBRAS librarians throughout the collection and dissemination of salary data. Directors' salaries were excluded from the study, primarily because their status is perceived in most institutions to be administrative, even where they hold faculty rank and title. Further, our principal desire was to survey the status and salary of academic library practitioners below the chief administrative post, an additional motivation for the exclusion of directors from the survey.

It should be noted that all salaries were converted to a twelve month contract basis to make them comparable before averaging. The formula appears in the sample survey in Appendix A.

Findings of the study

Exclusive of directors, there are an aggregate of 56 professional library positions in the LIBRAS consortium. Returns were received from 44 librarians, representing 79% of the total. Faculty status is held by 27 of the 44; 17 are professional staff without faculty status. Two research hypotheses and their corollary null hypotheses were tested:

1) The salary level of the group with faculty status is significantly greater than that of the group without faculty status

1a) Null hypothesis: The salary levels of the two groups do not differ significantly.

2) There is a statistically significant correlation between the amount of professional experience (expressed in months) gained by librarians, and the salary level

2a) Null hypothesis: There is no statistically significant correlation between amount of experience and salary.

Testing hypothesis one and null hypothesis 1a

The mean salary of the 27 librarians with faculty status is $24,121, while the 17 without faculty status earn $20,204 on average. Applying a one-tail t test at a 5% level of significance at 42 degrees of freedom, null hypothesis 1a can

be rejected if t > 1.684. When the t test is employed using the figures from the study, the result is 3.2860. Since t > 1.682, the null hypothesis can be rejected.

Since one of the variables is categorical, the point-biserial correlation must be applied to find the coefficient of correlation between faculty status (f) and salary (s). The result of this analysis is r_{fs} = .4599. The commonly cited Guilford chart states that for r = .40 - .70 there is a moderate correlation and a substantial relationship. So while hypothesis one is not proven, it is supported by the data.

The next step is to obtain the coefficient of determination, which indicates the amount of variance in salary accounted for by the independent variable, in this case faculty status. By squaring r, the result is .2115, meaning that 21% of the variation in salary can be accounted for by faculty status.

Testing hypothesis 2 and null hypothesis 2a

In LIBRAS, the respondents with faculty status have an average tenure of 77 months (6.42 years) in their present libraries and an average of 120 months, or 10 years in the profession. Those without faculty status averaged 42 months, or 3.5 years at their present institution and 104 months (8.67 years) in the profession.

The Pearson Product-Moment Correlation and Test of Significance was used to test this set of hypotheses. In this case r_{ls} = .3651 (l=longevity and s=salary). Employing a 2-tail t test for significance, t = 2.515, where p < .05 = 2.021. Since the null hypothesis can be rejected where t > 2.021, it is repudiated. And since r = .3651, the coefficient of determination, r^2, is .1333. This means that about 13% of the variance in salary can be accounted for by longevity.

Other tests of the data

A Pearson Product-Moment test was run to determine whether there was any correlation between faculty status and longevity. The results were that r_{fl} = .0803. This level, again according to Guilford, indicates a slight or negligible relationship. The test for significance indicated a t of slightly over 0.5. The null hypothesis that there is no significant correlation between longevity and faculty status can not be rejected. This result is no surprise.

Moving to partial correlations, tests were run to determine the correlation of faculty status with salary levels while eliminating the influence of longevity, and to determine the correlation of longevity with salary levels while eliminating the influence of faculty status or non-faculty status. The

partial correlations were $r_{fs \cdot l} = .4642$ (eliminating influence of longevity) and $r_{ls \cdot f} = .4190$ (eliminating influence of faculty status). The high figures for the two correlations relative to their correlation coefficient (r) indicates that the two variables operate independently of each other, not surprising since their correlation is so low (.0803).

Conclusion

For both faculty status and longevity, the correlations with salaries are significant, but not terribly strong, though the two variables operate independently. For both cases, the null hypotheses are rejected and the research hypotheses supported, but not proven. The coefficients of determination suggest that other factors play an important role in the determination of salaries. Other areas for further study might include analyses of gender, school size, and tuition level, to offer an incomplete list.

In sum, the pessimistic turn the literature has taken on the issue of faculty status receives here a mild antidote. Faculty status does seem to have a moderately positive influence on the salaries of academic librarians.

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A NEW TWIST ON AN OLD THEME

**Honey Marchetti, Science Information Specialist,
Engineering & Science Library, Carnegie Mellon University**

It all began with a need to prepare documentation for a new service in the library. There was little time and less money to produce fancy brochures, special letterhead, and necessary forms. The library had a personal computer and software, but no expertise beyond the basics. We hired a student assistant who had just completed her sophomore year as a Professional Writing major. When the project was completed, we recognized the student's potential. We could use our limited time to edit her work instead of writing original documents. Over two years, we assigned her manual compilations, spreadsheets, and desktop publishing!

Our problem was a shortage of time and a lack of software expertise to produce materials for our new library service. Our solution combined a standard academic library solution with a high-tech one for a new twist on an old theme: we used a student assistant *and* a personal computer to pull the project together in record time. This summer work study opportunity became an ongoing student assistant position in Engineering & Science Library. Eventually, everyone on staff became dependent on this student technical writer.

THE PROBLEM:

I had been assigned to get a fee-based service for area corporations underway within six weeks, *without* clerical assistance. There was no budget for an assistant. The library owned a Macintosh and the routine software: MacWrite, MacDraw, and MacPaint,[1] but I was recently hired and unfamiliar with the Macintosh. I knew I could learn, but the time limitation worried me. I decided to take advantage of the existence of the Professional and Technical Writing programs at Carnegie Mellon by hiring a student who was both a talented writer and familiar with the software and hardware available to me for the project.

Deirdre was such a student. She had just completed her sophomore year as a Professional Writing major. She was also familiar with library work, having spent a year working as a student assistant in Mellon Institute Library. At the interview, I made sure that she could operate a Macintosh, the personal computer of choice in the Carnegie Mellon University Libraries. Deirdre assured me that she could use a "Mac," and was familiar with MacWrite, MacDraw, and MacPaint. (Figure 1 is the job description I posted on campus.)

SUMMER WORK STUDY

Job Title: Technical Writer

Job Description: To develop contract documents, descriptive materials, recordkeeping documents, forms, and invoices for a new program being instituted by the Carnegie Mellon University Libraries. Publications will be used in a business setting with clients outside the University. Works closely with the PLAID Program Director. In addition, will work with the library staff to write a procedure manual for the new circulation system which will be operational in the fall.

Experience and qualifications: Junior or senior in Technical Writing program. Related experience preferred. Eligible for work-study. Pennsylvania resident.

Starting date: May 12, 1986

Salary: $3.35/hour

FIGURE 1

THE SOLUTION:

The Libraries had hosted a reception on May 13th for local special librarians announcing our new fee-based service, PLAID (Professional Library Access & Information Delivery). The start date was scheduled for July 1st, and no prepared documentation existed. The day she began working for me, I told Deirdre that she had *two weeks* to put together a brochure layout for campus printing. I outlined the several key points which I wanted the brochure to include, and she went away to work on her own. When she presented me with three different designs by the end of her first workday, all of which contained the required key points and all of which were attractive enough in design to be worthy of consideration, I began to relax.

Producing the other descriptive materials was easy enough. I talked, and Deirdre took notes. She wrote, and I edited. Even though I had had secretarial assistance in past jobs, the responsibility for original copy had always rested with me. Never before had I experienced the luxury of

delegating all the work and only being responsible for editing and approving the final product. I was heady with newfound joy. What had threatened to be an impossible task was now going to be fun. We designed acknowledgement letters and package descriptions for the various program options PLAID offered. We began planning invoice preparation, and Deirdre designed a billing worksheet which we still use (two years later) to prepare invoices and a spreadsheet to produce monthly reports for the Libraries Administration. (Figure 2 shows the current version of the billing worksheet.)

July 1st rolled along, and the PLAID Program came into existence. Now what would Deirdre do? I had discovered software called Microsoft Word[2] which could merge letters with a list of potential members' addresses. Deirdre was given a mailing project. She compiled a list of local engineering, chemical, and computer firms which could benefit from membership in the PLAID Program. She designed letterhead by "SuperPainting"[3] a Carnegie Mellon logo (see Figure 3) and placing it opposite our address at the top of our correspondence. We used this "letterhead" to create cover letters for our new brochure, and continue to use it for all PLAID correspondence.

WAS THIS A GOOD IDEA?

Deirdre and I worked together in this way throughout the summer. We met early each morning to go over her completed work. I edited the materials which she presented for inspection. Our work relationship was good. She was hard-working, and I was thrilled to have such reliable help. Why did I need all this help? What was *I* doing all this time while she was busy writing? I was staffing the reference desk 18 hours/week, making collection development decisions, and supervising our interlibrary loan operations, including training the ILL Assistant to assist with the new PLAID members. Sounds pretty normal for a reference librarian, doesn't it? That's why initially I had been so concerned about completing the program documentation by my deadline. There was always enough day-to-day library work to do so that I despaired of finding time to study the Macintosh software packages or experiment creatively.

OTHERS DISCOVER MY GOLDMINE!

In the meantime, the circulation system for the online catalog was scheduled to come up mid-August. Deirdre was drafted by my supervisor to help write a circulation system training manual for the support staff. It was a successful project, and it gave my boss a good idea. Why not have all of the support staff, with Deirdre's assistance, compile procedure manuals for their job duties? Staff members gave Deirdre their scribbled notes to turn into procedures. When an explanation was unclear, Deirdre interviewed the staff member and watched her perform the task, then wrote her own description of the procedure to be edited for content by the staff member.

BILLING WORKSHEET

1. PLAID ACCOUNT NUMBER_____

2. PHOTOCOPIES_____ @ $____/each= $_____

3. EXTRA PAGES_____ @ $ .50/each= $_____

4. TELEFACSIMILE CHARGES_____add'l $ 8.00/each= $_____

5. TOTAL $_____

6. LOANS_____

7. NO CHARGE_____

CROSS CHECK:

8. PHOTOCOPIES 15pps. OR LESS_____ @ $____/each= $_____

9. TOTAL PRICE OF COPIES OVER 15pps. =$_____.

10. TELEFACIMILE CHARGES_____@ $ 8.00/each= $_____

11. TOTAL$_____
SHOULD MATCH LINE 5 ABOVE

12. INVOICE NUMBER_____

FIGURE 2

The manuals were essentially straightforward word processing for which we didn't need any exceptional computer expertise, but there were other

impediments. No one could ever find the time to create procedure manuals, not to mention the variance in writing style and ability which exists among the staff. Without talented student assistance dedicated to such a project, it probably would never have been completed. Deirdre felt free to exercise creativity in her assignments. For example, our library runs a courier service to several other science libraries which are located off-campus. Rather than describe the courier's route in language, she drew the map seen in Figure 4. Now when the student who usually performs this task is sick, *anyone* can fill in and follow the route.

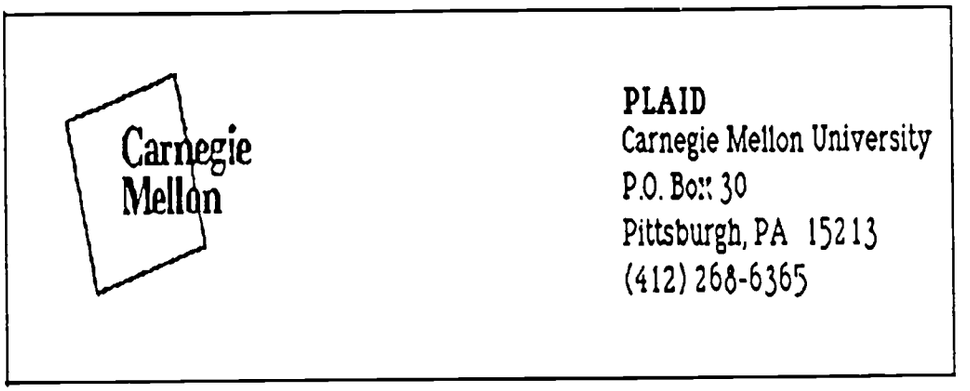

FIGURE 3

SIGNIFICANT ACCOMPLISHMENTS:

We were never at a loss for things to assign Deirdre. In fact, there were so many things we wanted her to do, I suggested she develop a work-form on which staff could describe their projects and she could keep track of her assignments and the time each took. When everyone wanted something at the same time, I set priorities for Deirdre. Over the two schoolyears which followed her summer work study experience, Deirdre worked for us 15 hours/week and completed over 160 projects ranging from the mundane (routing slips, signs, and correspondence) to the extraordinary (designing screen panels for our online information system, creating forms, and writing original copy for the professional staff).

Probably the most exciting accomplishment was the desktop publishing our technical writing student perfected for us. In the Spring of 1986, our library director decided that we should begin publishing a newsletter for the science faculty and graduate students who are our patrons. The assignment to learn about in-house publishing was given to Kate, a library school intern, who, after reading about PageMaker,[4] recommended the software to the head of the library. Shortly after Kate learned all about PageMaker and produced our first issue, her internship ended, and we owned software with which no one on staff was familiar. Deirdre to the rescue.

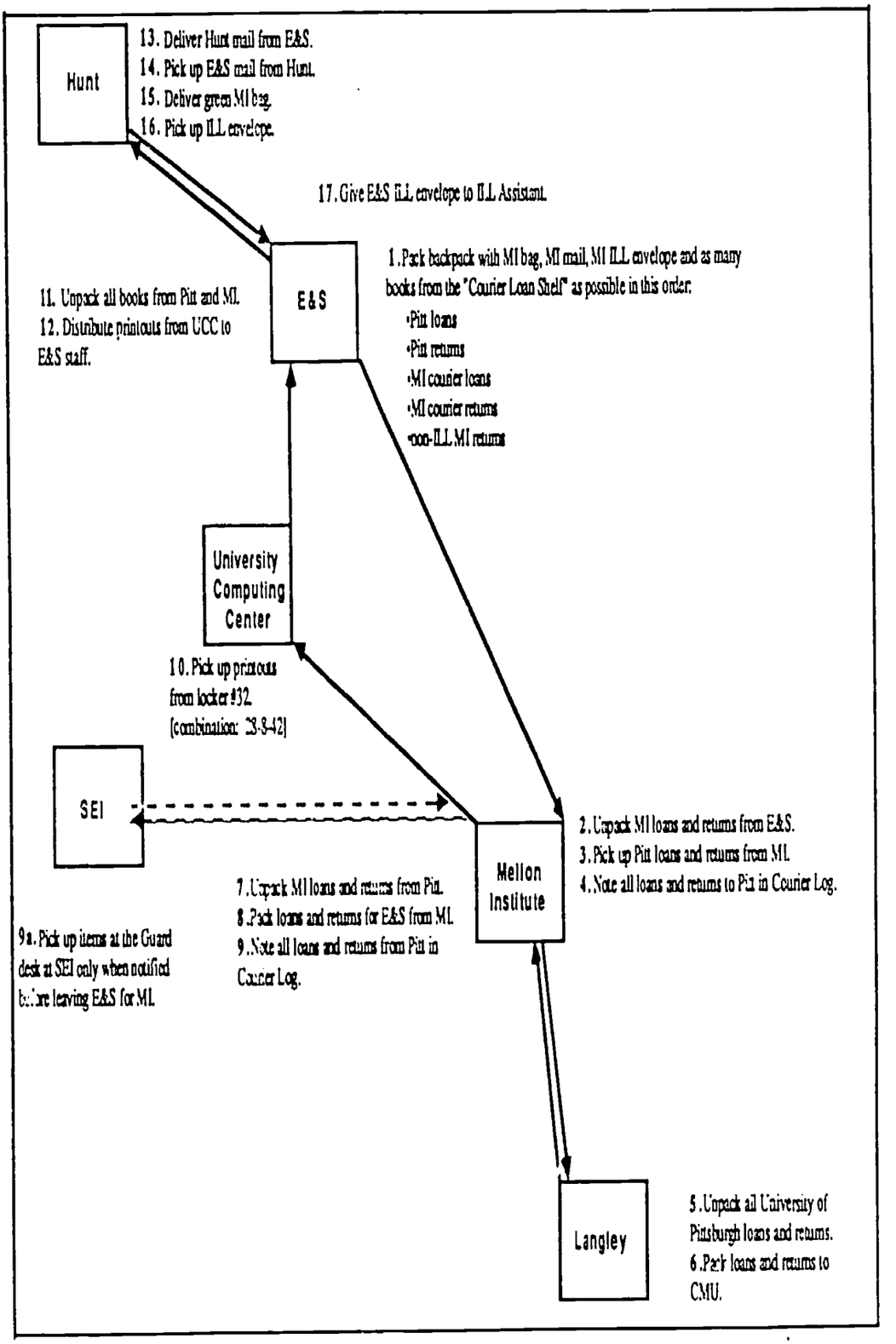
Hunt
13. Deliver Hunt mail from E&S.
14. Pick up E&S mail from Hunt.
15. Deliver green MI bag.
16. Pick up ILL envelope.
17. Give E&S ILL envelope to ILL Assistant.
E&S
1. Pack backpack with MI bag, MI mail, MI ILL envelope and as many books from the "Courier Loan Shelf" as possible in this order:
•Pitt loans
•Pitt returns
•MI courier loans
•MI courier returns
•non-ILL MI returns
11. Unpack all books from Pitt and MI.
12. Distribute printouts from UCC to E&S staff.
University Computing Center
10. Pick up printouts from locker #32. (combination: 23-8-42)
SEI
9a. Pick up items at the Guard desk at SEI only when notified before leaving E&S for MI.
Mellon Institute
2. Unpack MI loans and returns from E&S.
3. Pick up Pitt loans and returns from MI.
4. Note all loans and returns to Pitt in Courier Log.
7. Unpack MI loans and returns from Pitt.
8. Pack loans and returns for E&S from MI.
9. Note all loans and returns from Pitt in Courier Log.
Langley
5. Unpack all University of Pittsburgh loans and returns.
6. Pack loans and returns to CMU.

FIGURE 4

To produce an issue, authors submitted "MacWritten" articles which Deirdre edited. These articles were then placed on the template developed for the Sci-Tech Informer. By the middle of the 1987-88 schoolyear, Deirdre had become so advanced that she could place pictures, as well as text, in our issues. To make distribution run smoothly, she created mailing labels for the different departments which identified the number of copies and their delivery point.

Luckily for us, Deirdre's work with the PLAID statistics had required her to learn MultiPlan.[5] When the library flooded on Labor Day, Deirdre created an alphabetical list of the damaged materials. She indicated, for each title, which issues and volumes were lost, which nearby libraries owned the same issues, and replacement costs. Sorting by different data points enabled us to produce a reference list of what was damaged and where to find another copy and to provide our insurance company with an accounting of our losses and expected replacement costs. This was a task someone else could have done, but at the expense of what other essential library service?

SUMMARY

Our experience was the successful merger of student assistant responsibility and technology. Long ago, librarians learned the value of hard-working, creative student assistants, and recently, the personal computer has become an indispensable tool in academic libraries. For us, putting a student assistant *in control* on a personal computer was a successful new twist. We didn't research the idea. We just let the idea take shape, and when it proved to be a good one, we let our imaginations determine the course.

Even if your institution doesn't have a Professional or Technical Writing Program, likely, there are English majors on campus who are good writers. We discovered that the writing aspect is the most important factor in the use of the student assistant coupled with the personal computer. The time saving feature of this idea is realized when the student takes your rough ideas and produces copy which you can edit or sometimes even use as is! Our experience was so successful that we intend to replace Deirdre this fall with another Professional Writing major.

The unexpected bonus was the creation of a portfolio for our student. Deirdre kept copies of everything she created, edited, or improved for us. She took it with her on job interviews with potential employers. I'm happy to report that Deirdre is now a technical writer for IBM Corporation!

NOTES

1. Macintosh,™ MacWrite,™ MacDraw,™ and MacPaint™ are all trademarks of Apple Computer, Inc.

2. Microsoft® is a registered trademark of Microsoft Corporation.
3. SuperPaint™ is a trademark of Apple Computer, Inc.
4. PageMaker™ is a trademark of Aldus Corporation.
5. MultiPlan® is a registered trademark of Microsoft Corporation.

NEW YORK STATE PERIODICAL INDEX

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Drake Memorial Library
SUNY College at Brockport

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SUNY College at Brockport

NEW YORK STATE PERIODICAL INDEX

Accessing the New York State Governmental Agencies' periodical publications is virtually impossible. We are co-editing a New York State Periodicals Index.

Criteria were established for the periodicals to be included, mailings were sent to get interested qualified indexers, contacts were made with tne New York State Library for publishing, guidelines were set up for indexers to follow, and procedures were created for a smooth work-flow.

The first edition of New York State Periodicals Index, 1985-1987 should be ready for publication in the summer or early fall of 1988.

NEW YORK STATE PERIODICAL INDEX

INTRODUCTION

Since their beginning, the agencies of New York State have been publishing periodicals ranging from one page announcements to volumes of 50+ pages and running the gamut from archives to zoology. This material is of interest not only to agency employees but to researchers, students, consumers, hobbyists, and the work force. The information is there for all to use, if one knows where the information is and how to get to it.

Government document librarians all over the state have been aware of the wealth of resource material that has gone untapped all these years. The solution, of course, is an index.

It's hard to explain how the New York State Periodical Indexing project got started. Obviously a number of librarians were interested in providing access to this information. Neither documents nor serials are easy to keep track of and the combination is worse. One of the key factors in finally getting the project underway was the availability of the Research Publications New York State Document Collection on fiche.

Once the decision had been made that it WOULD be done and not just should be, the nitty gritty work began. Which titles should be indexed? What type of subject headings should be used? Who would be willing indexers? What program could be or would be used to input the information? What about publishing costs?

METHODS

To determine which titles to index, issues of all titles included in the Research Publication collection were examined . (This list was used because those titles were easily accessible and thus information could be checked if necessary.) A title was eliminated if it was indexed elsewhere, such as CONSERVATIONIST or if it had its own index, like BAILEYA. Those titles which contain information of interest only to an agencies' workers were also eliminated as were those without enough "meat" to justify inclusion. If the contents were consistent in a title, this title was included under a blanket term - for example, under the subject term "Dairy Industry," is the phrase, "Check issues of MARKET ADMINISTRATOR'S BULLETIN." From a list of 190 titles, 68 were chosen; but since the beginning, some titles have ceased publication and new ones have begun, so the exact number is hard to pinpoint.

Once the titles were determined, it was decided to start with 1986 and go back to 1985, and then when the 1987 titles become available, index those so that the first volume of the

Index would encompass 1985-1987. A decision still needs to be made on how far back to cover.

Because the main goal of the project is to offer easy and convenient access to the materials, it was originally planned to use the Wilson subject headings, but after sharing ideas with the other indexers and understanding the need for greater flexibility and depth, and being made aware that few of the indexers had access to Wilson publications, the Library of Congress subject headings are the ones used whenever possible.

To get indexers, the Government Documents Roundtable of the New York Library Association placed an announcement in its newsletter asking for volunteers. A letter was sent on March 2, 1987 to all librarians who had expressed an interest. Included with the letter were the list of titles to be indexed, the first set of guidelines for indexing and a request for suggestions to facilitate the process. Each librarian chose the titles he/she was willing to index, and sent the list back to the editors and on a first come, first served basis the titles were assigned. The guidelines were sketchy but there was a need to leave room for change. After the initial mailing, Nancy Hoshlyk, Coordinator, Bibliographer Control at SUNY College at Plattsburgh suggested creating an author, title, and subject index to be all inclusive. Five different sets of guidelines have been sent out with changes in wording or punctuation or format reflecting the different suggestions that have been made. The indexers sent the information to the editors and it was rearranged to suit the needs of the computer software package that had been purchased.

CINDEX, a high-performance program for use in preparing indexes for journals and books had been chosen. It runs on the IBM-PC and compatible computers. It has many of the features necessary for indexing: 1. fully alphabetized records at all times; 2. instant access to any record (or group of records) by specifying leading characters from the main heading; 3. automatic cancellation of redundant subheadings; 4. powerful full-screen editor for entry and modification of records. Several hundred entries were input and the project was well underway.

Meanwhile, Jerome Yavarkowsky, Director of the New York State Library and Mary Redmond, one of the indexers and also a Principal Librarian, Legislative and Government Services at the New York State Library, felt that this information that was being gathered would be important as a data base. It was also desirable to publish the index semi-annually with each issue superseding the previous one. CINDEX is not capable of these particular tasks but it is proving to be exceptionally valuable in producing a limited index with set parameters; THE SUBJECT INDEX TO NEW YOR DOCUMENTS. The editors went to Albany to meet with Jerome, Mary and two other indexers and to observe the State Library's STAR SYSTEM which not only has

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high capacity but also the ability to store the material as a data base and to produce printed copies.

This raised the question whether it was possible to locally input the data in batches through a phone linkup or have the data downloaded into Star from floppy discs created in Brockport. Since the STAR can't accept the batch system, making tele-communications costs exorbitant, and is also incompatible with the floppy discs, it was agreed that the inputting should be done in Albany but that all editing would be done at Brockport.

It has not yet been decided who is going to underwrite the cost of publishing the index. GODORT is willing to contribute to it and the State Library may share some of the expense.

Since a 3 pronged base is involved - the indexers to the editors to the State Library, the following work-flow has been established and it seems to be working well with only one set of indexed material being lost from indexer to editor. The indexers send their sheets to Brockport, where the forms are edited, a copy made to keep on file, and the final draft of each sheet sent to the State Library where it is relayed to the STAR program for inputting of the data for publication.

The changes in procedures brought about changes in the guidelines. Indexing forms started as 3" x 5" cards, changed to 8 1/2" x 5 1/2" forms, and finally to 8 1/2" x 11" forms. This last form is made available by the State Library and is sent out from Mary Redmond's office. The basic information has remained the same but the format has changed to make it more convenient in the final stages of inputting.

The indexers and editors have met twice: once at the State University of New York Librarians' Association' June, 1987 meeting and the other at the New York Librarians' Association's meeting in October of 1987. These meetings have proven productive because at the June meeting, the project was just underway so the sharing of ideas brought up some questions regarding the titles. What should be done about a periodical that has a name change or has been dropped altogether or what about a new serial that has emerged? At the October meeting, after most indexers were well underway, the uppermost question was how narrow should the subject headings be? Since each person differs in his/her indexing approaches to a certain extent, it was felt that the determining factors should be - what would the patron be apt to look under or what subject would be the most useful? The editors reserve the right to make changes but most of the indexers are attuned to their patrons' needs and gear the subject headings appropriately.

It was at this October meeting that a tentative deadline was set for the first volume to be published.

Another meeting is planned for the June, 1988 meeting of SUNYLA and most of the people involved in the project are again looking forward to getting together. The results of the meeting will be reported at the time of giving this paper.

Marilyn Douglas, Senior Librarian and Head of State Agencies Services in the Legislative and Governmental Services of the New York State Library shared a letter sent to the agencies whose periodicals she was indexing, explaining the project and alerting them to the fact that their periodicals would not only be included in a paper copy of an index but also be part of a database. The agencies responded enthusiastically. A copy of the letter was sent to all indexers to do with as they wished.

Notes have been sent reminding the indexers to get their material in so that the chance of a summer or early fall 1988 publishing will be a reality.

CONCLUSION

At first, the undertaking of this project seemed immense but taking it one step at a time, analyzing the procedures, working with reliable people, having open communication, and sharing an eagerness to throw open this vast mine of information has made this particular task very rewarding. It will be an ongoing project and the commitment to its future will determine its success.

Hopefully, this will be an incentive to other areas to do likewise and that the New York State Periodical Index will prove to be a great aid in information retrieval.

TO: All Prospective Indexers

FROM:

RE: New York State Periodical Index Project

DATE: March 2, 1987

Welcome! I think we're ready to begin. I'm enclosing a list of titles to be indexed and some guidelines for indexing.

For the sake of expediency, we used only those periodicals included in Research Publications collection of New York State documents for the basic list.

In general, titles were omitted from the enclosed list if they did not seem to have enough "meat" to justify inclusion (such as Budget Perspective) or dealt with one specific topic (such as Abandoned Property). Baileya was omitted because it has its own index and The Conservationist was dropped because it's indexed in Readers Guide. The list isn't set in concrete so feel free to submit your own favorites for omission or inclusion - including Baileya & The Conservationist if you think they should be included.

Look the list over and let me know which ones you would be willing to index. I'll assign titles as I hear from you and will confirm (or deny) your choices on a first come, first served basis. Don't begin indexing until I've confirmed your choices.

The guidelines are sketchy, I know. I expect as we begin to index, other items will occur to us. Don't hesitate to call or write with suggestions, questions, etc.

Thanks to all - and good luck.

TO: All NYS Periodical Indexers

FROM:

DATE: March 23, 1987

I've listed below the periodical titles I've assigned to you. If there is any discrepancy, please let me know.

Start with 1986 issues and go backwards. Please send cards quarterly or so - not all at once!

We're going to do author, title, & subject as a result of a suggestion from Nancy Hoshlyk. Use separate cards if an article needs to be listed under more than one subject. (We'll get the author & title information from the subject cards - you don't need to make extra cards for that.)

As always, contact me for questions, suggestions, et cetera.

TO:

FROM:

DATE:

We haven't heard from you regarding which NYS Periodicals you would like to (or are willing to) index. We're enclosing a list of the titles still available. Please let either of us know what titles you will index. Or, let us know if you cannot join the project.

We'd appreciate an early reply.

Thank you.

TO: All Indexers

FROM:

DATE: April 13, 1987

Some further instructions regarding format that have arisen as a result of questions from some of you.

Authors: Use the following -

"Surname, First Name and First Name, Surname. (For one or two authors)

"Surname, First Name, et al." (For 3 or more authors)

Abbreviations:

"vol" for volume
"no" for issue number
"bib" for bibliographical references

Geographical Subdivisions:

Omit "New York State" but do use place names inside NY, if applicable.

For example, don't use "Education - New York (State) -- but do use "Education - New York (City)."

Dear Indexer:

Some of you have sent in your initial sections of indexes and we have started using CINDEX to compile them. If you have not sent yours in, please be thinking of it.

In setting up the format for each record we have discovered that the following form is easier to read and will be of more use to the patron. (If you have started using the old form, fine - but with new records please use this form:)

SUBJECT HEADING:

Title. Author (surname first). Journal title

(use abbreviation), Vol. ___, #___, (date, year)

pp.

Your name

We do have a limit of 200 characters per record so some consolidation is needed with the long records. We welcome any comments or suggestions you may have concerning the format.

We met with Mary Redmond and Jerome Yavarkowsky to observe their STAR program in action and to see how we can work together.

We have spoken to Cathy Dwyer who is GODORT Program Chairman for the 1987 NYLA Conference and there is time for us to get together for a breakfast meeting on Saturday, October 24, at 8:00 a.m. at the Hilton. The cost is $7.35 per person including tax and tip. Hope this proves convenient for you. Please let me know as soon as possible if you will be there or not, because I have to make final arrangements.

Enclosed are two sample pages of the index so you can see what shape it's taking.

See you at NYLA and keep those cards and records coming.

Sincerely,

April 1, 1988

Mary:

I'm enclosing a list of completed issues and also the names of those indexers who have sent us stuff. (We thought that would be better than giving GODORT a list of those who haven't!)

We'd like to set some deadlines for completion of 1986 and 1987 issues. How does November 1988 sound?

You might mention that so far we've had only one instance when forms sent to us did not reach us; and, as far as we know, you have gotten all the batches we've mailed to you.

The indexing in general seems very good. We've contacted some people with general suggestions and they've responded very well.

We do have some indexing for issues prior to 1985 but we haven't edited them. We may if we ever get caught up with the newer issues.

Some of the titles included on our original list ceased publication prior to 1985. Have you an easy way to check the list to see which ones are no longer alive? Catalyst for Change, Civil Service Digest, Coastal Ocean Pollution Assessment, and Community Investing have all ceased, we know.

Guess that's all. Have a good meeting.

NOTE TO ALL INDEXERS;

Enclosed are forms and instructions, along with a sample letter to editors you might want to use. Please use pencil when doing your forms. (It's easier for us to change things if we need to.) Also, be as specific as possible with your descriptors without being over zealous.

If you have indexing done on previous forms, don't bother transferring them.. Send them on and we will do it.

Thanks.

November 20,1987

"F1" Editor
"F2"
"F3"

Dear "F4";

As part of its commitment to improve access to government information statewide, the New York Library Association Government Documents (GODORT) Round Table has created a Serials Indexing Project Committee to index significant New York State journal publications which are not indexed elsewhere.

We are pleased that your publication, "F5", has been selected to be included in this project. The indexing will begin with the 1985 issues and continue with current and subsequent issues. A print edition of this index will be produced semiannually and in conjunction with this project, the State Library also plans to include references to these indexed articles in the database which it is developing.

In addition to the copies of "F5" which we already receive as part of our NYS depository collection, I would appreciate being placed on your mailing list. This will facilitate my being able to keep current in indexing.

Thank you very much for your cooperation. If you have any questions or comments about this project, please call me at 474-7493.

Sincerely,

Marilyn Douglas
Senior Librarian

cc: "F6", Director

NEW YORK STATE SERIALS
INDEXING PROJECT
Bibliographic Entry Record

PUBLICATION NAME: NYSSIP ITEM NO.:

PUBLICATIONS NUMBER: _____ PUBLICATIONS TITLE: _____

TITLE: _____

_____

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AUTHOR: _____

_____

SERIAL NAME: _____

VOLUME: _____ NO.: _____ DATE: _____ PAGES: _____

NEW YORK STATE DOCUMENT CLASSIFICATION NUMBER (IF KNOWN):

_____

SUBJECT DESCRIPTORS: _____

NEW YORK STATE SERIALS
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NEW YORK STATE DOCUMENT CLASSIFICATION NUMBER (IF KNOWN):

_____

SUBJECT DESCRIPTORS: _____

NEW YORK STATE
SERIALS INDEXING PROJECT

Bibliographic Entry Record

UBLICATION NAME (PName) NYSSIP PUBLICATION DATE (PrDte) _____

ITLE (Title) _____

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UTHOR (Author) _____

UTHOR (Author) _____

ERIAL NAME (SName) _____

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OLUME (Vol) Vol. _____ NO. # _____ DATE (Date) _____ PAGES (SPage) _____

ADDITIONAL INFORMATION (AddIn) _____ : _____ : _____

_____ ; _____ ; _____

NOTES (Notes) _____

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DESCRIPTOR (DE) _____

DESCRIPTOR (DE) _____

DESCRIPTOR (DE) _____

DESCRIPTOR (DE) _____

INDEXER'S NAME: (IName) _____ (First Initial/Last Name)

NEW YORK STATE SERIALS INDEXING PROJECT (NYSSIP)

Joint project of the New York State Library, Legislative and Governmental Services, Educational Programs and Studies Information Service (EPSIS); and New York Library Association, GODORT.

21 people appointed to technology 2nd disability task force.
NewYSA, Vol.9, #6, (June, 1987), pp.1,7.

A & P, SuperFresh, and O & O: a union success story.
Young, Wendell W., III and wolper, Robert A. ILRR, Vol. 22, #2, (Spring, 1985), pp.27-32.

Accessible fitness: here's how you can do it.
NewYSA, Vol.10, #9, (September, 1987), p.5.

Accessible health club designed by Pratt graduate.
NewYSA, Vol.10, #10, (October, 1987), p.3.

Adolescent pregnancy prevention and services program.
M/CR, (October, 1985), p.3.

ADVOCATE FOR THE DISABLED
Advocate's Office follows 10 operational principles. NewYSA, Vol.9, #1, (January, 1987), pp.6-7.

Advocate's Office follows 10 operational principles.
NewYSA, Vol.9, #1, (January, 1987), pp.6-7.

Agency I&R staff rings up 6% increase.
NewYSA, Vol.9, #1, (January, 1987), pp.3-5,8.

AIGES, STANLEY L.
Groat award winner. Cullen, Mary T. ILLR, Vol.23, #1, (Fall, 1985), pp.4-5.

ALCOHOL AND YOUTH
Controlling teenage drinking and driving. M/CR, (October, 1985), pp.1,3.

ALCOHOLICS ANONYMOUS
Alcoholics Anonymous: golden anniversary. M/CR, Vol.1,#3, (April, 1985), pp.1+.

Alcoholics Anonymous: golden anniversary.
M/CR, Vol.1,#3, (April, 1985), pp.1+.

America three decades after Brown.
Levesque, George A. Need Serial Name, Vol.14, #2, (April, 1985), p.F2.

Another tobacco hazard.
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Applebaum, Eileen
Technology and work organization in the insurance industry. ILLR,

Vol.23, #1, (Fall, 1985), pp.21-26, bib.

ARBITRATION, INDUSTRIAL
Dispute resolution. Colosi, Tom. et al. Need Serial Name, Vol.24, #2, (Spring, 1987), pp.23-27.

Organizing. Kramer, Saul G. et al. Need Serial Name, Vol.24, #2, (Spring, 1987), pp.28-34.

Storm warnings in labor arbitration. Edwards, Harry T. ILRR, Vol.23, #2, (Spring, 1986), pp.2-5.

ARCHITECTURE AND THE PHYSICALLY HANDICAPPED
NYC mayor signs access legislation. NewYSA, Vol.10, #9, (September, 1987), p.1.

Barley, Stephen R.
Could a funny thing happen on the way to the office of the future? ILLR, Vol.23, #1, (Fall, 1985), pp.11-21.

Being healthy - it's elementary.
M/CR, (October, 1985), pp.1-2; 4.

Bringing life to life: the humanities in a material age.
Wharton, Clifton R. Jr. Need Serial Name, Vol.14, #3, (June, 1985), p.3.

BUSINESS - DATA PROCESSING
Technology and work organization in the insurance industry.
Applebaum, Eileen ILLR, Vol.23, #1, (Fall, 1985), pp.21-26, bib.

CALCIUM - THERAPEUTIC USE
Calcium for your bones. M/CR, Vol.2, #2, (April, 1986), p.3.

Calcium for your bones.
M/CR, Vol.2, #2, (April, 1986), p.3.

The challange and the choice.
Independent Commission on the Future of the State University. News (SUNY), Vol.14, #1, (January-February, 1985), pp.3-11.

CIGARETTE HABIT
Smoking cessation strategies. M/CR, Vol.2, #3, (August, 1986), pp.1-2.

Citizen's task force on aging out holds annual conference.
NewYSA, Vol.9, #6, (June, 1987), p.5.

Clerical organizing.
Ruff, Jackie. ILRR, Vol.23, #1, (Fall, 1985), pp.29-32.

COLD (DISEASE)
Vitamin C and the common cold. M/CR, Vol.2, #2, (April, 1986), pp.1-2.

COLLEGE TEACHERS - INSERVICE TRAINING

Joint project of the New York State Library, Legislative and Governmental Services, Educational Programs and Studies Information Service (EPSIS); and New York Library Association, GODORT.

ADVOCATE FOR THE DISABLED
Advocate's Office follows 10 operational principles. NewYSA, Vol.9, #1, (January, 1987), pp.6-7.

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COLD (DISEASE)
Vitamin C and the common cold. M/CR, Vol.2, #2, (April, 1986), pp.1-2.

COLLEGE TEACHERS - INSERVICE TRAINING
Faculty development should begin at the beginning. Welch, Claude

DEPRESSION, MENTAL

Depression. M/CR, Vol.2, #4, (December, 1986), pp.3-4.

Sad - the winter blues. M/CR, Vol.2, #4, (December, 1986), pp.1-2.

DRUG ABUSE - TESTING

Drug screening: protecting the workplace and the employee. Menaker, J. Thomas. ILLR, Vol.23, #2, (Spring, 1986), pp.18-20.

Drug screening: usually unnecessary, frequently unreliable, and perhaps unlawful. Spitzer, Arthur B. ILLR, Vol.23, #2, (Spring, 1986), pp.21-24.

Lessons from EAP [Employee Assistance Programs] for drug screening. Sonnenstuhl, William J. and Trice, Harrison M. ILLR, Vol.23, #2, (Spring, 1986), pp.25-29.

DRUNK DRIVING

Controlling teenage drinking and driving. M/CR, , (October, 1985), pp.1,3.

The stop DWI program. M/CR, Vol.1, #3, (April, 1985), p.2.

EDUCATION, HUMANISTIC

Bringing life to life: the humanities in a material age. Wharton, Clifton R. Jr. Need Serial Name, Vol.14, #3, (June, 1985), p.3.

Music literacy for all? Del Guidice, Richard J. Need Serial Name, Vol.14, #2, (April, 1985), p.F3.

EMPLOYEE OWNERSHIP

A & P, SuperFresh, and O & O: a union success story. Young, Wendell W., III and wolper, Robert A. ILRR, Vol. 22, #2, (Spring, 1985), pp.27-32.

Employee Ownership. Whyte, William Foote. ILRR, Vol.22, #2, (Spring, 1985), pp. 7-15.

Growth vs. equity: the employee ownership solution. Rosen, Corey. ILRR, Vol.22, #2, (Spring, 1985), pp.19-24.

A skeptic looks at employee buyouts. Fisher, Ben ILRR, Vol.22, #2, (Spring, 1985), pp.24-27.

EMPLOYEE OWNERSHIP - MICHIGAN

Employee ownership in Michigan: the emerging role of the state. Houck, James M. ILRR, Vol.22, #2, (Spring, 1985), pp.15-19.

PHYSICAL CONDITION OF THE COLLECTIONS

AT E.H. BUTLER LIBRARY, STATE UNIVERSITY COLLEGE AT BUFFALO:

REPORT OF A SURVEY

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E.H. Butler Library, State University College at Buffalo

Kathleen Quinlivan, Assistant Librarian,
Reference and Collection Development Department,
Lockwood Memorial Library,
State University of New York at Buffalo

Spring 1988

ABSTRACT

A survey of the collection at State University College at Buffalo was taken in order to determine preservation needs, to compare the physical condition of a college library collection with that of two research libraries, and to ascertain whether particular areas of the collection needed more work than others. The survey followed the methodology of the 1982 Yale survey and the 1985 survey at Syracuse University. Data were further analyzed using SPSSX. Percentages of brittle, acidic, and damaged books were found to be generally comparable to those reported at Yale and Syracuse. Bound periodicals, classifications C-K, and storage showed the highest degree of damage. The survey helped to validate the usefulness of this methodology for gathering data about physical condition in order to plan preservation activities. It showed that a college library can have most of the same needs for preservation that research libraries do.

INTRODUCTION

The physical condition of a random sample of 2,330 volumes in the E.H. Butler Library at State University College at Buffalo (SUCB) was surveyed in summer 1987 in order to gather information for planning preservation activities, to compare the amount of deterioriation in a college library to that found in two research libraries, and to ascertain whether certain areas of the collection needed more work than others. The age of the collection and the amount of circulation were also studied. The incidence of mutilation/vandalism were of particular interest to the library, since staff had been engaged in an anti-mutilation campaign at the time of the survey.

The survey followed the design that was developed in the 1982 Yale survey (1) and the 1985 survey at Syracuse University (2). These recent studies, as well as the one at Stanford (3), have established viable methods for carrying out such a survey. They have gathered valuable information about the physical condition of research library collections. No previous surveys have been reported in college libraries.

The following report reviews the earlier studies, poses several hypotheses, describes the design of the study at Buffalo, and reviews the results and conclusions.

The library at State University College at Buffalo is referred to as "Buffalo" or "Butler Library."

RESEARCH LIBRARY SURVEYS

The survey at Stanford University Libraries in 1979 was one of the first attempts to establish with some precision the amount of deterioriation in a library collection. During the 1970's, increasing concern had been developing over the presence of large percentages of embrittled books in U.S. research libraries and the consequent threat to the preservation of our cultural heritage. Estimates were made of the numbers of affected books at the Library of Congress and at major research libraries, but exact numbers were not known. The Stanford survey aimed not only to determine the quantity of deteriorated books in the collection, but also to show that "such a survey could be conducted with economy of time and money." (4)

A random sample of 400 books was developed for the Green Library, which housed the majority of Stanford's humanities

collections. Books were examined for deterioriation of paper, binding, and board and cover. Each category was rated good, moderate or poor. (5) The overall percentage of deterioration was found to be 26.5%. (6) The survey was carried out in 195 hours at a moderate cost. (7)

The Yale survey, supported by grants from the National Endowment for the Humanities and the Andrew W. Mellon Foundation, was the first large-scale preservation survey in a research library. At Yale, a stratified random sample of 36,500 volumes in fifteen of the sixteen major libraries was examined over a two and a half year period. (8). Yale librarians wanted to determine not only the number of deteriorated books but also specific reasons for deterioration. They examined fifteen factors, such as primary protection condition, text condition, brittleness, and so forth, and performed intersections of combinations of factors. (9) The study established that 12.8% of the volumes sampled needed treatment, 37.1% had brittle paper and that 82.6% were acidic. (10) A quantity of additional data was gathered which helped to define the nature of deterioriation at Yale and assisted them in developing preservation programs.

The Syracuse survey was closely modeled after Yale's in terms of both objectives and procedures. A stratified random sample of 2,548 out of a total of 1,181,555 in four libraries was examined for thirteen factors. (11) Some of the categories were subdivided, e.g., environmental damage was checked for fading, mold, insects, and so forth. (12) Intersections were performed on combinations of factors. As in the Yale study, information was gathered on the age of the collection and the country of publication. The study found that 25% of the collection needed repair, 88% of the materials were acidic, and 13% had highly brittle paper. (13)

CONCEPTS UNDERLYING THE BUFFALO STUDY

The Buffalo study was based on the supposition that, despite basic differences in the nature of the collections there is a need for preservation work in smaller collections as well as in research libraries. Like the Yale and Syracuse surveys, the Buffalo study sought to determine the quantitative extent of damage and also the reasons for the damage.

Hypotheses:

The following hypotheses were tested at Buffalo:

1. The methodology used at Yale and Syracuse will work equally well at a smaller institution.

2. The library collection at Buffalo is younger than those of the research libraries.

3. There is more acidity in the research libraries than at Buffalo.

4. There is more brittleness in the research libraries than at Buffalo.

5. There is more mutilation at Buffalo than in the research libraries.

6. Books which have circulated are more likely to need attention than those which have not circulated.

Assumptions:

These hypotheses were based on several assumptions. First, there seemed no reason why the sampling method should not work equally well in a collection of 500,000 as in collections of over a million volumes. Other assumptions had to do with the nature of the collections and of the users at the different institutions. A college collection is closely related to curriculum needs; a research collection is based not only upon curriculum but upon the needs of a scholarly community over an indefinite time period. In order to keep up-to-date with the curriculum, the college library can be presumed to acquire current rather than retrospective materials and to weed its holdings periodically, whereas the research library will acquire older materials along with the new and will retain older items over a longer period of time. Thus, the college library collection can be expected to be younger and may exhibit less acidity and brittleness than the research library. A college library's clientele are predominantly undergraduates, who might be suspected of misusing materials more often than the users of a research library; therefore, there may be more mutilation at Buffalo than at the other libraries. Finally, if deteriora- tion comes from handling, those volumes which have circulated can be expected to show the most damage.

DESIGN OF THE SURVEY

Pilot Study:

A pilot study was done in March 1987 of a random sample of 285 volumes in the H, N, PR, PS, and T classifications and

bound periodicals, 1976-1986. A questionnaire of nine items was used to gather information on the amount and causes of deterioration. Among other results, it was found that 5% of the volumes examined needed immediate attention and 13% showed underlining, pages missing, and other forms of mutilation.

After the pilot study, the method of establishing the random sample was changed and modifications were made to the questionnaire.

Full Study:

Sample: Both the monograph and bound periodical collections in Butler Library were examined using a stratified random sampling technique. Following a formula outlined by Drott (14), and modified by Syracuse (15), it was determined that a total sample size of approximately 2,200 volumes would be appropriate. Because it was difficult to predict hit rates, the surveyors found that the actual samples for each stratum varied from the ones which were originally calculated. The final sample was 2,333 volumes out of a total collection of 502,540 bound volumes. A table of the planned and eventual sample sizes can be found in Appendix 1.

Eleven strata were established prior to the start of the survey, corresponding to specific quadrants; i.e., stack areas, or other locations within the library, such as the Curriculum Lab, the Creative Studies collection, and so forth.

E.H. Butler Library houses all of its resources in one building. All of the collections were surveyed except microforms, non-print materials, archives and a small collection of rare and valuable books. For lack of time, it was decided not to re-survey the areas covered in the pilot study.

Random numbers: Lotus 1-2-3 was utilized to generate sets of random numbers for each stratum.

Each random number consisted of the following elements:

Stratum (2 digits)
Range (3 digits)
Section (2 digits)
Shelf (1 digit)
Volume (2 digits)

As part of the preliminary survey work, the Butler Library collection was carefully mapped and labelled to indicate range and section numbers. This data was used during the production of the random numbers.

Staff: The survey group initially consisted of four individuals, but was later reduced to three: a librarian, a library school intern, and a student assistant. The actual survey work was carried out over a four week period during June and July, 1987.

Questionnaire: The questionnaire closely followed those developed at Yale and Syracuse, with modifications to meet local objectives. For example, at Buffalo there was no effort to note country of publication, whereas Yale and Syracuse recorded this variable. Further, given the Library's interest in mutilation, three categories of misuse were included. The following categories were examined: (See Appendix 2 for a copy of the questionnaire.)

1. Call Number (first 2 letters only)
2. Publication Date (year)
3. Random Number
4. Surveyor Identification Number
5. Tagged?
6. Checked Out?
7. Primary Protection Type
8. Boards/covers need repair?
9. Spine needs repair?
10. Hinges need repair?
11. Back needs repair?
12. Leaves detached?
13. Fold Test (brittleness)
14. Gutter width
15. pH Test (acidity)
16. Text damaged?
17. Pages removed?
18. Underlining or other writing?
19. Other mutilation? (scotch tape, food/drink stains)
20. Environmental damage?
21. Immediate attention needed?

The survey group used machine readable answer sheets to simplify the process of recording answers and facilitate subsequent data analysis. Initially, cardboard overlays were used to isolate particular areas for recording the answers; they eventually proved rather cumbersome and were abandoned.

Data Analysis: Optical scanning by the SUCB Computer Services produced both a frequency distribution of results and an online data file which was manipulated with SPSSX to provide further analyses. These included frequency and percentage tables for each of the survey questions arranged by year of publication (decade), call number, and stratum, as

well as a number of cross-tabulations between two different variables.

RESULTS

Percentages of responses to each question, arranged by stratum, are shown in Table 1. Arrangement by stratum allows the library to judge the work that is needed in each area. Reference shows the least amount of damage overall. Bound periodicals, the C-K quadrant, and Basement Storage all have relatively high degrees of various kinds of damage.

Other significant findings were as follows:

Circulation: Survey results showed that slightly less than one-half of the total sample had circulated; however, it is important to note that several strata contained non-circulating materials, e.g. Reference, Curriculum Lab, Storage, etc. A table of circulation by class number was produced.

Volumes Needing Immediate Attention: The number of volumes in need of repair constituted only 9 % of the total sample, or 206 volumes. When extrapolated to the entire collection size of approximately 500,000 volumes however, 45,000 volumes require immediate attention. Volumes needing attention were defined in the survey as those with broken bindings, missing or damaged text, broken leaf attachments, or a combination of these factors. Therefore it seems reasonable to assume that if other factors were taken into consideration, such as damaged covers, hinges, mutilation and environmental damage, the number of volumes in the collection currently needing attention would be significantly higher.

The largest percentages of damage are to boards, covers and spines, a finding which may support the contention for greater emphasis on the importance of correct book handling by both library staff and users.

Environmental Damage: Types of environmental damage considered in the survey were fading, mold, water stains, yellowing, insect/pest damage and burns.

Survey results indicate that 47 % of the sample volumes showed this type of damage. Although our results do not specify the incidence of specific environmental problems,

TABLE 1: RESULTS (%)

Stratum	Reference	Curriculum Lab	2NE Bd. Per. 1940-1975	2SE C-K	2NW A-B	3NE Q-QR	3SE N-P	3SW L-M	3NW R-Z	Creative Studies	Basement Storage
Total Holdings	30,000	14,010	95,490	110,610	37,560	51,960	52,620	43,710	45,210	2,670	18,700
Sample Size	88	56	319	495	164	322	266	213	228	50	124
Maximum Standard Error (%)	5.0	6.6	2.8	2.2	3.9	2.8	3.1	3.4	2.6	7.1	4.5
1. Tagged?											
1. Yes	5.7	0.0	.3	.2	.6	2.2	3.8	4.7	.4	18.0	.8
2. No	94.3	100.0	99.7	99.8	99.4	97.8	96.2	95.3	99.6	82.0	99.2
2. Ever circulated?											
1. Yes	2.3	57.1	.9	65.6	75.6	62.1	50.0	72.8	73.7	4.0	1.6
2. No	97.7	42.9	99.1	34.4	24.4	37.9	50.0	27.2	26.3	96.0	98.4
3. Primary protection											
1. Hardcover	68.2	76.8	98.1	85.9	90.2	85.1	83.5	66.2	78.5	52.0	97.6
2. Paper	20.5	21.4	0.0	9.5	7.9	9.6	10.5	22.5	16.2	38.0	.8
3. Stiffened	0.0	0.0	0.0	0.0	0.0	.4	.4	0.0	.4	0.0	0.0
4. Pamphlet	1.1	1.8	1.6	4.4	1.2	4.3	5.6	9.9	3.9	2.0	1.6
5. Box/ Portfolio	8.0	0.0	.3	.2	.6	.6	0.0	1.4	.9	8.0	0.0
6. Other	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

ERIC

Stratum	Reference	Curriculum Lab	2NE Bd. Per. 1940-1975	2SE C-K	2NW A-B	3NE O-QR	3SE N-P	3SW L-M	3NW R-Z	Creative Studies	Basemen
4. Boards/cover need repair?											
1. Yes	3.4	25.0	.9	11.3	22.6	19.3	18.8	19.7	4.4	14.0	5.6
2. No	96.6	75.0	99.1	88.7	77.4	80.7	81.2	80.3	95.6	86.0	94.4
5. Spine needs repair?											
1. Yes	5.7	1.8	.6	11.9	21.3	17.7	12.8	20.2	3.9	20.0	12.9
2. No	94.3	98.2	99.4	88.1	78.7	82.3	87.2	79.8	96.1	80.0	87.1
6. Hinges need repair?											
1. Yes	2.3	1.8	.9	10.1	12.8	1.2	1.9	8.0	1.3	2.0	12.1
2. No	80.7	98.2	98.4	80.0	78.0	87.6	87.2	60.6	86.0	54.0	86.3
3. NA	17.0	0.0	.6	9.9	9.1	11.2	10.9	31.5	12.7	44.0	1.6
7. Back needs repair?											
1. Yes	0.0	0.0	0.0	2.4	.6	1.2	.7	3.3	.4	0.0	4.0
2. No	84.1	100.0	99.4	87.1	89.0	84.8	86.1	64.8	86.4	56.0	94.4
3. NA	15.9	0.0	.6	10.5	10.4	14.0	13.2	31.9	13.2	44.0	1.6
8. Leaf detached?											
1. Yes	4.5	7.1	3.4	7.9	6.1	6.5	6.8	8.0	5.7	6.0	14.5
2. No	95.5	92.9	96.6	91.9	93.9	93.5	93.2	92.0	94.3	94.0	85.5

Stratum	Reference	Curriculum Lab	2NE Bd. Per. 1940-1975	2SE C-K	2NW A-B	3NE Q-QR	3SE N-P	3SW L-M	3NW R-Z	Creative Studies	Basement Storage
9. Fold test											
1. Breaks after 2 folds	1.1	5.4	5.7	6.5	0.0	2.8	10.2	1.9	.9	0.0	37.1
2. Breaks after 4 folds	0.0	7.1	6.9	4.8	6.7	2.5	6.0	6.6	.9	0.0	9.7
3. Does not break	98.9	87.5	87.4	88.7	93.3	94.7	83.8	91.5	98.2	100.0	53.2
10. Gutter width											
1. Less than 1 cm	23.8	7.1	55.5	22.1	20.7	7.5	21.1	17.4	26.0	14.0	11.3
2. More than 1 cm	76.3	92.9	44.5	77.9	79.3	92.5	78.9	82.6	73.6	86.0	88.7
11. pH test											
1. Yellow (acidic)	46.2	0.0	52.4	47.5	51.8	45.3	69.9	44.6	44.7	34.0	63.7
2. Green	25.6	100.0	33.4	33.1	38.3	32.9	15.4	42.7	27.6	44.0	14.5
3. Blue (acid free)	28.2	0.0	14.2	19.3	9.9	21.7	14.7	12.7	27.6	22.0	21.8
12. Text damage?											
1. Yes	0.0	8.9	7.2	2.4	.6	.9	2.3	1.4	1.8	0.0	8.9
2. No	100.0	91.1	92.8	97.6	99.4	99.1	97.7	98.6	98.2	100.0	91.1
13. Mutilation: pages removed											
1. Yes	0.0	1.8	3.4	1.4	0.0	.6	1.9	0.0	.4	0.0	0.0
2. No	100.0	98.2	96.6	98.6	100.0	99.4	98.1	100.0	99.6	100.0	100.0

Stratum	Reference	Curriculum Lab	2NE Bd. Per. 1940-1975	2SE C-K	2NW A-B	3NE O-QR	3SE N-P	3SW L-M	3NW R-Z	Creative Studies	Baseme Stora
14. Mutilation: writing											
1. Yes	6.8	14.3	16.9	30.3	35.4	23.3	30.5	32.9	21.9	14.0	16.
2. No	93.2	85.7	83.1	69.7	64.6	76.7	69.5	67.1	78.1	86.0	83.
15. Mutilation: other											
1. Yes	1.1	5.4	11.6	20.6	9.1	22.4	25.2	16.4	11.4	14.0	29.
2. No	98.9	94.6	88.4	79.4	90.9	77.6	74.8	83.6	88.6	86.0	70.
16. Environ-mental damage											
1. Yes	6.8	28.6	42.9	62.6	51.8	47.8	69.9	41.3	8.3	16.0	73.
2. No	93.2	71.4	57.1	37.4	48.2	52.2	30.1	58.7	91.7	84.0	26.
17. Immediate attention needed?											
1. Yes	5.7	5.4	1.0	12.9	11.7	7.1	6.4	16.0	8.9	8.0	11.
2. No	94.3	94.6	99.0	87.1	88.3	92.9	93.6	84.0	91.1	92.0	88.

survey group members indicated that yellowing and fading were the most frequent choices in response to this question.

It seems somewhat surprising that nearly one-half of the volumes in a fairly recent collection which is housed in a modern building show evidence of environmental damage. This finding seems to indicate the need for a thorough assessment of environmental conditions in Butler Library, and perhaps for adjustments in current temperature, humidity and lighting levels within the library building.

Results related to the hypotheses follow.

Hypothesis 1: The methodology used at Yale and Syracuse will work equally well at a smaller institution.

The methodology was applied satisfactorily at Buffalo. A comparison of the results found at Buffalo, Syracuse, and Yale can be found in Appendix 4. Results at Buffalo are more often comparable to those at Syracuse, partly because the Buffalo questionnaire more closely resembled the one at Syracuse. Buffalo and the Yale Cross-Campus, or undergraduate library, frequently show similarities.

Hypothesis 2: The library collection at Buffalo is younger than those of the research libraries.

In general, the Butler Library collection is comparatively recent, with nearly 75 % of the collection falling into the 1960 to 1987 period. Syracuse had 63 % published after 1960. Two percent of Butler Library's collection, but 7% of Syracuse's was published before 1900. The figures for Yale were not available. The hypothesis of a younger collection is supported.

Hypothesis 3: There is more acidity in the research libraries than at Buffalo.

Results at Buffalo show that the sample was highly acidic. Approximately 51 % of the books sampled were very acidic, 30 % were slightly acidic, and only 18.5 % tested acid-free. Since the total of 81% acidity at Buffalo was comparable both to Syracuse (88%) and Yale/overall (83%), the hypothesis is not supported. Yale/undergraduate showed significantly less acidity, 68%.

Assumptions about the association of acidity and age proved to be inexact when acidity was intersected with publication date. Older volumes did contain higher percentages of acidic

paper; e.g., 100 % of volumes published during the nineteenth century contained very acidic paper. However, fairly recent volumes also exhibited rather high levels of acidic paper as outlined below:

Decade of Publication	% of sample volumes with very acidic paper
1950	72
1960	53
1970	35
1980	22

Hypothesis 4: there is more brittleness in the research libraries than at Buffalo.

The fold test conducted on the sample yielded the following results: only 6 % of the sample volumes tested as extremely brittle, while 5 % were somewhat brittle; 89 % of the books passed the 4-fold test. The combined degree of brittleness, 11%, at Buffalo was comparable to Syracuse (10%) and to the Yale/undergrate collection (8%). Yale/overall had considerably more brittleness, 37%.

The hypothesis is supported only to the extent that the overall figure for brittleness at Yale is higher. This is not surprising considering the association of brittleness with age, as the Yale collection dates back to 1701, while at Buffalo, fewer than 10 % of the volumes surveyed have publication dates prior to 1940. As pointed out in the Syracuse study however, "a correlation of acidic paper is eventual embrittlement" (16) which may indicate that brittleness will become more of a problem in the future at Buffalo.

Hypothesis 5: There is more mutilation at Buffalo than in the research libraries.

In terms of pages removed (either razored or torn out), damage seems quite minimal since only one percent of the volumes surveyed showed any evidence of this problem. However other forms of user damage constitute a much more serious problem. Approximately 25 % of the sample volumes contained underlining or other writing, and 17 % exhibited various other forms of mutilation such as scotch tape, fingerprints, and food or drink stains.

The degree of writing was twice as high as at Syracuse. Yale did not keep separate figures on kinds of mutilation. The total amount of mutilation was comparable to Syracuse and to Yale/undergraduate: Buffalo, 42%; Syracuse, 42%;

Yale/undergrad, 39%.

Except in terms of writing in the books, then, the hypothesis is not supported. However, the Buffalo and Yale/undergraduate figures tend to suggest that undergraduates may indeed be more inclined to misuse materials.

Hypothesis 6. Books which have circulated are more likely to need attention than those which have not circulated.

A cross-tabulation of circulation with need for attention showed that 13% of the books which had circulated and 5% of those which had not circulated needed attention. Otherwise stated, 72.8% of those that needed attention had circulated. A chi-square test of independence was done to test the null hypothesis that there is no significant difference between whether a book has circulated and whether it needs attention. Hypothesis 6 is an alternate. A chi-square of 111.46 with 1 degree of freedom was found to be significant at the .05 level. Thus, the null hypothesis is rejected and hypothesis 6 is supported. At Syracuse, where circulation within the past five years was recorded, the opposite was true. It may be that including all circultion is a better measure of this relationship, or that the inclusion of older books will bring out a more frequent association of circulation with need for repair.

SUMMARY AND CONCLUSIONS:

The Butler Library survey of physical condiditon of the collection, patterned after the Yale and Syracuse surveys, accomplished its objectives.

The results have provided the library with important information concerning the present condition of monograph and periodical collections in Butler Library. The survey has also yielded valuable data in a number of other areas related to preservation, including levels of acidity and brittleness and the extent of damage to library materials caused by both users and environmental factors.

Data concerning the physical condition of book covers, spines, hinges and bindings will enable library personnel to determine the most appropriate type and level of repair work which can be successfully accomplished utilizing in-house facilities and staff.

A college library collection can have virtually the same degree of acid paper and embrittled books as a research

library. A number of other findings are similar among all three libraries. Thus, while in the college libraries we often hear that preservation is a problem only for the research libraries, many of the findings in this study suggest that a college library can have as much reason to be concerned over the life of its collection and the need for preservation as do the larger libraries.

Among additional findings, information was gathered about the age and circulation of the collection. The age of the collection was established. An indication of the overall amount of circulation was gleaned.

The completeness of the study was limited by our decision to omit the target areas of the pilot study from the final study.

The online data file has been most useful in producing various reports of interest to preservation and to collection development. Statistics may be analyzed further to provide more detailed information on other issues currently facing Butler Library.

It would be desirable for other college libraries to report results of surveys of physical condition to see what results have been obtained from additional comparisons of preservation needs in college libraries and research libraries.

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APPENDIX 1: SAMPLE SIZE

Stratum	Volumes	Projected Sample*	Actual Sample
1. Reference	30,000	130	88
2. Curriculum Lab	14,010	61	56
3. Quad 2NE	95,490	415	319
4. " 2SE	110,610	418	495
5. " 2NW	37,560	163	164
6. " 3NE	51,960	226	322
7. " 3SE	52,650	229	266
8. " 3SW	43,710	190	213
9. " 3NW	45,210	197	228
10. Creative Studies	2,670	30	50
11. Basement Storage	18,700	81	124
Totals	502,540	2,203	2,333

*Based on Drott and Syracuse formulas with confidence level of 59% and tolerance of ± 1%

APPENDIX 2: QUESTIONNAIRE

1. Tagged? (Every 30th book after a book located by random number is "tagged")
   1. Yes_____
   2. No _____

2. Has book ever been checked out?
   1. Yes_____
   2. No _____

3. Primary protection (boards/cover type):
   1. Hardcover (rigid boards or limp leather covers) _____
   2. Paper _____
   3. Stiffened (i.e., reinforced paperbacks) _____
   4. Pamphlet _____
   5. Box/Portfolio _____
   6. Other (ring binder, spiral, etc.) _____

4. Boards/cover need repair? (Answer yes if the external covering is torn, the edges are ripped or the cover is damaged in any other way.)
   1. Yes_____
   2. No _____

5. Spine needs repair? (Back portion of the book that faces out when the book is standing on the shelf. Answer yes only if spine is torn, split or separated from the rest of the book.)
   1. Yes_____
   2. No _____

6. Hinges need repair? (Area inside the cover that connects the inside of the cover to the text block of the book. Answer yes only if the hinges are torn, split or broken.)
   1. Yes_____
   2. No _____
   3. NA _____

7. Back needs repair: (Portion underneath spine of book that holds the text block together. Answer yes only if the back is torn or split.)
   1. Yes _____
   2. No _____
   3. NA _____

8. Leaf detached? (Answer yes if any pages are separated from the binding of the book.)
   1. Yes _____
   2. No _____

9. Fold test (Choose page near the middle of the book; fold corner four times, and pinch crease on each fold. Then tug corner gently.)
   1. Paper breaks after 2 folds _____
   2. Paper breaks after 4 folds _____
   3. Does not break _____

10. Gutter width: (record narrowest visible margin).
   1. Less than 1 cm _____
   2. 1 cm or greater _____

11. pH test (acidity of paper)
   1. Yellow (acidic)
   2. Green (slightly acidic)
   3. Blue (acid-free)

12. Text damaged? (Answer yes if any of the following conditions are evident: tears into text?, pages entirely detached?, pages missing?, and/or parts of pages missing? N.B., Do not include torn blank leaves as not intact.)
   1. Yes _____
   2. No _____

13. Mutilation: pages removed (razored or torn out).
   1. Yes _____
   2. No _____

14. Mutilation: underlining or other writing.
   1. Yes _____
   2. No _____

15. Mutilation: other (scotch tape, food or drink stains, etc.)
   1. Yes _____
   2. No _____

16. Environmental damage: (includes fading, mold, water stains, yellowing, insect/pest damage, and burns)
   1. Yes _____
   2. No _____

17. Immediate attention needed? (Answer yes only if one or more of the following conditions are evident: (a) broken bindings, (b) missing or damaged text, (c) broken leaf attachments, i.e., thread, staples, glue).

   1. Yes
   2. No

APPENDIX 3: INSTRUCTIONS TO SURVEYORS

Gather the following materials

1. clipboard
2. supply of answer sheets
3. answer sheet overlay
4. floor plan of your area
5. random number printout
6. pH testing pen
7. centimeter measure
8. number 2 pencils

Finding a book to evaluate

Use the random number sheets and your floor plan. Stratum is the same for all numbers in your area; you can ignore it. Find range with the help of the floor plan. Count sections of a range from left to right. Count shelves in a section from top to bottom, starting with the first occupied shelf at the top. Count books from left to right.

Tagging: After evaluating a book that you have found with a random number, count to the thirtieth book to the right and evaluate it.

If you cannot use a random number, mark "0" to the right of it and go on to the next number. Mark a check next to a random number that you use.

Filling out the form (one form for each book)

LC — Fill in the first two letters of the call number.

PUB. DATE — Fill in the year of the publication from the title page or elsewhere.

RANDOM NO. — Fill in the random number.

SURVEYOR ID — Use your code number:
1. Mary Lee
2. Kathleen
3. Elizabeth
4. Sue

ANSWERS — Darken the circle that corresponds to the correct answer from the questionnaires.

APPENDIX 4: COMPARISONS OF SELECTED COLLECTION CHARACTERISTICS

Characteristics	Buffalo	Syracuse	Yale Cross Campus	Yale Overall
1. pH (Acidity):				
Very Acidic-Yellow	51%	63%		
82% / 88%			68%	83%
Acidic-Green	31%	25%		
Non-Acidic (Blue)	18%	12%	30%	14%
2. Brittleness (Fold Test):[1]				
Paper breaks at 2-4 folds	11%	10%	8%	37%
No break	89%	78%[2]	91%	59%
3. Primary Protection:				
Hardcover	84%	81%[3]	95%	76%
Paper	11%	5%	.1%	10%
Stiffened	0%	5%	—	—
Pamphlet	4%	4%	—	11%[4]
Box/Portfolio	0%	.5%	—	—
Other	1%	—	—	—
4. Boards/Covers need repair:	13%	13%	6%	8%[5]
5. Spine needs repair:	12%	13%	NA	NA
6. Hinges need repair:	5%	13%	NA	NA
7. Leaves need repair:	7%	3%	2%	4%
8. Back/binding needs repair:	1%	6%	NA	NA
9. Text damaged:	3%	8%[6]	1%	2%
10. Gutter margin width;				
1 cm. or more	77%	NA[7]	85%	75%
Less than 1 cm.	23%	NA[7]	15%	22%
11. Environmental damage:	47%[8]	43%[8]	1%	4%

Characteristics	Buffalo	Syracuse	Yale Cross Campus	Yale Overall
12. Mutilation: pages razored or torn out:	1%	1%	—	—
13. Mutilation: writing/underlining:	25%	12%	25%[9]	4%[9]
14. Mutilation: other, incl. food or drink stains, scotch tape, etc.	17%	4%	—	—
15. Immediate attention needed:	9%	25%	14%	13%

Notes:

[1]Results are not surprising considering that the Yale collection (overall) is older than the other libraries.

[2]Passed 15 folds

[3]Incl. leather, cloth and boards.

[4]Yale - "acidic pamphlet binders"

[5]Yale: "Primary protection condition not intact".

[6]Syracuse figure incl. volumes with only evidence of torn pages.

[7]Syracuse survey did not record data on gutter width.

[8]This is due in large part to yellowing and fading.

[9]Yale figures for mutilation incl. leaves cut out, underlining, scotch tape, food stains, etc.

The Role of Practising Librarians in Library Education

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Why are so few practising librarians involved in the education of our successors? I would like to posit that the main reason for this is the dialectic within the profession - training versus education - which will have devastating results for the future of librarianship if we do not resolve it and become involved with library school education. I will be suggesting ways in which to do this, ranging from library-school internships through teaching courses and becoming involved in research. The relevance of this topic to today's academic librarians is shown in Joseph Boissé's statement of themes for the future "ACRL must also become more active in the area of library education ... We must work with library educators and other associations of librarians in order to design the library school curriculum of the future."

There is a crisis in the field of library/information science which is reflected in the education of our professionals. Hans-Peter Geh, President of IFLA, succinctly referred to this at the annual IFLA meeting last August in England -

"Can the profession adapt to a rapidly changing social and technological environment and provide the type of librarian that is really needed?"[1]

What is the role of practising librarians in library education today? Very bluntly, it is extremely small. Historically speaking, library education has moved over the years from an emphasis on practice to an emphasis on theory. In the early years of schools of librarianship, the faculty recruited to teach had substantial experience in the field before becoming educators. It is more common these days to recruit solely on the basis of academic qualifications. 'Advocate' faculty members who lobby on library issues, work with libraries, give presentations to librarians, are looked down upon by the administration and often their colleagues.

The debate between a theoretical or practical grounding for library education, as in other professions, has raged for many years. There seems to be a basic agreement within the profession that theory and practice should be integrated. However what is not agreed upon is how to achieve this integration, in what ratio, and what

practical experience should teaching faculty have. In 1936, Robert Maynard Hutchins, as President of the University of Chicago, criticized what he saw to be a trend towards vocationalism in higher education. In 1970, ALA stated, "the objective of the master's programs in librarianship should be to prepare librarians capable of anticipating and engineering the change and improvement required to move the profession constantly forward.... The curriculum and teaching methods should be designed to serve this kind of education for the future rather than to train for the practice of the present."[2] Closer to the present in 1985, the Committee on Institutional Cooperation released a publication addressed to accreditation teams reminding them that it was universities and not professional associations that made decisions about curriculum.

It is easy to generalize and say that the viewpoint depends upon which side of the fence it comes from, yet this generalization is not without some basis in fact. In 1986, Susan K. Martin, Director, Milton S. Eisenhower Library, Johns Hopkins University, made an eloquent plea for educators and practitioners to work together to resolve what she called the "chronic tension" between the two - "Educators and practioners of library and information science have too long operated in a 'we-they' environment. If we are to improve our profession's educational system, the two groups must work together..."[3] Whereas in 1987, when asked how important it was for library school faculty to have practical experience, Leigh Esterbrook, Dean of the Graduate School of Library and Information Science at the University of Illinois, replied, "Well, to be perfectly honest, I don't care a lot about professional experience of the faculty. I care that faculty have a good sense of what is going on in the profession. ... We do have that formal obligation to turn out students who are considered minimally competent in entry level work. We are much more obligated to turn out people who will make a significant contribution to the field over the long run. ... They (the faculty) need to see the forest, but whether or not they can identify the conifers may not be so critical."[4]

All three sides of the educative triangle are dissatisfied with the current status of library education. (1) Students are dissatisfied because their courses seem boring, outdated and either lacking in relevance or too system-specific. (2) Educators are dissatisfied because outside influences are mainly responsible for adjusting the curriculum. (3) Employers are dissatisfied because the graduates of library schools

seem totally unprepared for the jobs they apply for, much time has to be spent by library staff in training, and the so-called 'best and brightest' are being siphoned off elsewhere by higher salaries and trendy job descriptions.

One area of library education that this is particularly noticeable in is the teaching of cataloging. There has been much criticism of library schools lately for not preparing catalogers adequately. The role of cataloging and classification in library school curricula has decreased, whereas the complexity of cataloging has increased.

Practising librarians must take an increased role in shaping a resolution to these seemingly unresolvable questions. Firstly, student dissatisfaction must certainly be addressed. It must be remembered that graduate students across the disciplines tend to react the same way about their graduate studies. However, my gut feeling (and my own personal experience) is that this dissatisfaction is much more real than imagined. This deficiency of stimulating intellectual content has been recognized by some innovative schools, and several creative courses have been set up to provide a more invigorating forum for our graduate students. One example is LS5813, 'The Information Professions', at the School of Library Science of Texas Women's University, which uses Plato's The Republic as the 'base book'.[5]

Secondly, the library-school faculty, who face some of the same identity problems that librarians face, have an inability to see where they are going which has nothing to do with the unavailability of crystal balls. Until the library profession as a whole feels it can stand on an equal footing with other academic disciplines, then these dilemmas will not be resolved satisfactorily. In the meantime, life must go on and students must be educated. Research - both theoretical and applied - must be done. As Susan Martin said, "We must recognize that innovation and research take place both in the so-called 'ivory tower' and in the field ... But library innovations are born of necessity and educators must be aware of the products of the working laboratory".[6]

Thirdly, the employers - who in some cases will hire the recent graduate, in other cases will be training the graduate, and who will nearly always have shared the same educative experience as the graduate - why are they not more fully involved with the student, the library-school, and most importantly, with the education of future colleagues and successors? Some of the previously

mentioned reasons pertain. Because of image problems on college campuses, there has been a desire to put distance between the library-school programs and the people who work in the library. Faculty members are often unable to discriminate between librarians and support staff. This feeling rubs off on library-school Deans who are less likely to want to involve librarians in teaching courses because it smacks too much of "training". We librarians are also at fault. We tend to undervalue our expertise and abilities. A skilled and seasoned reference librarian should have no problem in conducting a semester long course on reference tools or information sources in a particular field. A cataloger should be able to structure a course which would involve both theory and the practice of cataloging and classification.

The benefits from the use of practising librarians in the teaching of library school courses are enormous. The students are exposed to positive role models who can show the exciting things going on in the profession. The librarian as recruiter counteracts many negative images. The library-school benefits because it immediately steps out of the realm of theory and into the world of experience. Faculty members who have been asked, for instance, by private companies to review or endorse some of their products, might be interested to know how they actually work in a real-life library with real-life patrons. This sharing of information could be the beginning of a close relationship that can result in internships, graduate assistantships, opportunities for publication and a whole gamut of interaction. The library is a laboratory not only for students, but for the library school faculty, who need a proving ground for their research.

One of the prime benefits of librarians teaching courses is the improved image of the librarian. Teaching is something readily understood by the rest of the academic community. At tenure or promotion time, it is something on a vita that equals the other faculty members' job descriptions. You are part of the same club. Your experience with the students enables you to understand classroom issues on grading, cheating, attendance, curriculum content, which were all mysteries before. Your ability to participate in campus-wide governance committees is much improved. You start to talk the same language. Your ability to relate to students is increased. You are part of the wider field of higher education. Your self-image will improve drastically. After the first couple of weeks of total panic, after you have realized how much knowledge you have to share with

the students, you will come away from class invigorated by the give and take of discussion, excited because the students are making discoveries under your tutelage. Even the fact that a student discovers the existence of the LCSH Red Books, and learns how to use them, is a major triumph.

Librarians are not strangers to the educative role. Almost everything we do can be described as 'educative'. Team-teaching with a library-school faculty member is a good way to begin one's teaching career. A combination of theory and practice in one course, taught by a theoretician and a practioner, can provide a very refreshing and relevant experience for the student. It does not have to be the negative experience that many library school faculty are wary of. Students have a right to know and share some practical experiences to which they have not yet been exposed.

There has been a concern that too many librarians teaching for the library school is an incorrect use of scarce library resources. After all, who is running the library if all the librarians are teaching. Yet I personally feel that nothing but good can come of an increased, in-depth relationship between the library school and the library, in the same way that doctors and medical students interact in a teaching hospital. The university library should be able to think of itself as a laboratory to be used by library school students. The pros and cons of this kind of exchange have been carefully documented in an article written about the experience of two librarians in England who were seconded to the Department of Library and Information Studies at Loughborough University of Technology for a year.[7]

Teaching courses is not the only way that librarians can participate in the educative process with the library school. One can become involved with setting up programs in the schools, giving input on curriculum, becoming involved in faculty/student interaction like orientation. These activities promote library cooperation and give one a better understanding of the various client groups. Teaching in other disciplines is a wonderful way to improve the image of the library and the librarians, and to bridge the gap between library and other faculty members.

A slightly different way for a practising librarian to become more involved in library education, is to participate in the accreditation process. Currently, this is governed by ALA - specifically the Committee on

Accreditation. There are many differing viewpoints upon the advisability of the accreditation process being handled through ALA, and again on the involvement of practitioners in accrediting programs. I, myself, feel that there is a balance which needs to be maintained, and I would urge that librarians become involved in this process. It is an extremely time-consuming responsibility, not one to be taken lightly, but which will bring many personal and professional rewards. One has the opportunity not only to have input on library school curriculum, but in working to make the role of COA more catalytic, forcing practioners and educators to work together, promoting an involvement for both sides in theoretical and applied research which will advance the profession and filter back into the classroom.

The educative process does not finish upon receipt of the MLS. We are, each one of us, individually responsible for continuing our own personal educative process. Continuing education is essential for the librarian to remain in a position to further the profession. The practising librarian must be engaged in both sides of the continuing education process - in taking courses that not only keep one abreast and enable one to creatively advance the profession; but also in providing continuing education opportunities for junior librarians.

There are many ways to do this. It is disappointing to see that, for the most part, library schools are sending forth their graduates without any provision for care or watering. Recent ALISE statistics show that library schools have reduced their involvement with continuing education by 20% over the last 6 years, and that 35% fewer people are being provided with the opportunity to take courses.[8] This is happening at a time when technological advances are occuring at an exponential rate. As Darlene Weingand states "... the shelflife of the preservice MLS now stands at approximately five years - and the rate of societal change continually challenges that estimate. Occupational obsolescence is now a very real concern in all lines of work, but it is particularly critical in the information professions ..."[9] Does this mean that (1) librarians are losing the battle to keep abreast of if not ahead of technological change? (2) training and continuing education are provided in the workplace? (3) Continuing education opportunities are being provided elsewhere, such as by local library associations? The answer is all of the above and none of the above. Some librarians are losing the battle, yet others are leading the profession, and in some cases going outside the profession to provide leadership on

technological issues. A lot of training is provided in the workplace, and yet the common cry is that there are never enough opportunities provided for staff development, particularly in applications or technology not yet current in the home institution. Many local organizations are very successful in offering continuing education opportunities - both in the larger issues and the more specific technological applications. Librarians are doing a lot of sharing, and natural teachers are coming to the forefront for lack of a formal continuing educational structure.

In April 1988, Dean Richard Halsey of the School of Information Science and Policy at the University of Albany, spoke to the Eastern New York Chapter of ACRL on "A Regenerative Curriculum for Academic Librarianship". However, his prescription for the renewal of library education failed to take into account the general implications of the society we live in. Going back to Hans-Peter Geh - it is not just the technological environment which is changing, but the social environment. Curricular revision will be to no avail if we neglect the larger context within which we are working. Former SUNY Chancellor Wharton pointed this out in a speech at the Association of American Colleges in January, 1988. "I believe that the dilemma faced by educators today - in colleges and universities, no less than in primary and secondary schools - goes beyond the relatively manageable issues of curricular structure ... Much of what we find most intractable and disturbing about academic performance, student behavior, and youth values is rooted in fundamental upheaval in the society ..."[10] The Williamson Report, the Conant Report, and now the King Report, are all a testimony to this.

There are signs that this regenerative process has begun, as shown by the "I (internship) for an I (instructor)" program at the School of Library and Information Science, University of Missouri-Columbia; the CLR PETREL (Professional Education and Training for Research Librarianship) Program; the Intern-Scholar Program at UMC; and ACRL President Joseph Boissé's pledge to "work with library educators and other associations of librarians in order to design the library school curriculum of the future."[11] Never has there been a more crucial time for practising librarians to accept more responsibility for the future, by getting involved in the education of the students who are the future.

As Hillel the Elder, a Jewish rabbi living at the time of Christ said, "If I am not for myself, who will be for me? Yet if I am for myself only, what am I?"[12]

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WHAT DOES COPYRIGHT HAVE TO DO WITH MY TEACHING ACTIVITIES? WHAT IS FAIR USE? WHAT IS AN ANTHOLOGY?

by Stuart Milligan

Abstract

The article is an analysis primarily of the third fair use standard (amount and substantiality) in section 107 of the 1976 Copyright Act and its connection with the "anthologizing" principles outlined in the fair use guidelines and with the "systematic reproduction" proviso in section 108, which deals with library and archive exemptions. It is addressed to teachers/librarians with the intent of heightening their awareness of copyright library reserve fair and unfair uses.

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Introduction

What is an anthology? What is fair use (FU) copying? What does it have to do with the way I teach? These are loaded questions! Of course, the United States **Public Law 94-553, Title 17, The Copyright Act of 1976**[1] has a good deal to do with everyone's teaching. Common teaching activities such as pursuing research, making copies for classroom preparation and distribution, and copying for other extended classroom uses like library reserve all impinge on this law. The focus here is on this last use.

The central question is how far do the parameters and privileges of FU (section 107) and other exclusive rights exemptions stretch to accommodate my teaching needs? Secondly, what legal limitations do I have to learn to live with that, if exceeded, may infringe the copyright owner's exclusive rights? And thirdly, what institutional policies govern copying practices for the library reserve unit?

Teachers, students and librarians would have to do some fancy foot shuffling to keep from facing complexities encountered in seeking answers to these questions. A more head-in-the-sand approach would be to play it safe and simply seek alternatives to copying, bypassing the interpretational grid altogether. However, armed with good knowledge and facing the issue squarely, interpretation of the law need not be dodged. We need to know just what is there and what is not. In the end, this is public law, not just an exclusive delphic oracle left for the priests and specialists to unravel.

Many on-the-ball administrators, educators or librarians have already sought legal counsel or, on their own, established reasonable policies regulating copying practices within the educational goals and environments of their institutions. In general, the library reserve policies that have emerged across the nation bend toward a rather lenient interpretation, instead of a more restrictive one. For the most part, these policies have been derived from the **Copyright Act**[2] itself, it's various historical adjunct documents (including the **House**[3], **Senate**[4] and **Conference Reports**[5]) and the FU **Guidelines** agreed to by a number of educational and publisher parties on March 19, 1976 and April 30, 1976 in the congressional-appointed committee, the Ad Hoc Committee on Copyright Law Revision. Both the book and music **Guidelines**[6] were published in the **House Report**.

Owners tend to lament "amputation by fair use" and users rally with "censorship by monopoly". What often follows is a genuine struggle, the resolution of which should depend upon good and honest interpretation of the principles involved in the protection and use of intellectual properties. Educators and librarians are frequently both owners and users of copyrighted works and have the inclination to strike a healthy balance between these polar views.

Amount - Third Test of Fair Use

Minimally, libraries must base their copyright policies on the provisions of section 106 ([e]xclusive rights in copyrighted works), section 107 ([l]imitations on exclusive rights: [f]air use) and section 108 ([l]imitations on exclusive rights: [r]eproduction by libraries and archives) of the **Copyright Act**[7]. In a FU defense, four standards would be analyzed in deciding if a particular copying use is an infringement or a permitted use. I will only highlight the third one, namely,

> "the amount and substantiality of the portion used in relation to the copyrighted work as a whole".[8]

Many FU cases tried in the courts have found that copying portions of copyrighted works

in excess of 10% is an unfair use. Even this percentage limit is not a definitively safe practice, since one can copy considerably less than 10% and still infringe the copyright if the portion taken is "substantial", that is, if it is the kernel or seminal part of the work. A string of court cases bear testimony to this fact. Copying for one's own personal and private use is another matter. These limitations would not apply, since the act is intended to protect public uses. Public is defined as

> "a substantial number of persons outside of a normal circle of a family and its social acquaintances".[9]

Since a library reserve use is a public use (as is a classroom use), copying for that purpose requires vigilance from teachers and librarians. Else, the risk of having legal action and embarrassment brought against the parent organization is an ever-possible scenario. Witness the recent New York University incident. As a result of the proceedings and the settling out of court, NYU, by contractual agreement, now has to operate within the rigidity of the FU **Guidelines**. The University will not defend or indemnify faculty from a copyright infringement claim unless faculty follow the FU Book **Guidelines**, have sought permission for copying that exceeds the provisions of the **Guidelines**, or first cleared the copying with the University's General Counsel.

The FU **Guidelines** have much to say about narrow limits in determination of what are permissible quantities. Some of these parameters have been attacked for being far too restrictive to apply to post-secondary schools. However, as of this time, those **Guidelines** have not been amended or replaced and they are widely used and supported in most educational quarters. They are particularly restrictive if multiple copies of a portion of a copyrighted work are made, since a teacher must then fall into line with the tests for "brevity", "spontaneity" and "cumulative effect" as oppresively defined therein. Further, each copy must include a notice of copyright. The brevity test set forth criteria that would in many cases be much less than 10%.

For single copies, the **Guidelines** are more relaxed and generally allow up to

> "[a] chapter from a book; [a]n article from a periodical or newspaper", etc.[10]

Anthologies

Of direct import to classroom and reserve library copying,

> "[c]opying shall not be used to create or to replace or substitute for anthologies, compilations or collective works."[11]

This means that grouping a number of articles from the same or different sources for the purpose of bundling a convenient packet of copyrighted materials for the student, is a clear prohibition of FU. Consult the book and music **Guidelines**.[12] Note that this applies whether you are making single or multiple copies. Further, the **Guidelines** go on to say that

> "[s]uch replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately."[13]

In other words, if you submit the first chapter of a book to be placed on reserve the first week of the semester, and two weeks later, place the fourth chapter of that same work on reserve for the very same course, you're beginning to create an anthology. It would be the same as if they were put on simultaneously in the first instance. This would be a form of "time-shifting."

What if you have assembled a group of articles and book chapters from different sources and you wish to have your students use them one at a time thoughout the course of the semester? Is this a case of "anthologizing"? It seems clear that if you have assembled them for repeated or permanent use (semester after semester) or as a substitution for students purchasing their own copies, it would be. Another general prohibition is that

> "[c]opying shall not...(c) be repeated with respect to the same item by the same teacher from term to term."[14]

Presumably, the spontaneity test for multiple copies would no longer apply in this case since the teacher would have sufficient time to request permission from the copyright owner for continuous use. If the intent was to use the copies for a one-time use (one semester only) and the readings were supplemental (not the main text of the course), the use would likely not be considered an anthology, and would probably be a FU, provided that the terms of the definition of "cumulative effect" in the book **Guidelines**[15] were not ignored.

Admittedly, there are a raft of instances where what teachers have submitted for reserve perplex librarians, and this is likely to continue. For instance, how many items constitute an anthology? Two or more? Seven or more? More? How closely allied must the material be? What if the collection is not a body of unified or associated items but is grouped for the convenience of students? Just exactly what defines an aggregate? A collection? Where are the lines to be drawn? Must teachers and librarians wrestle with these questions and thus run the risk of poor interpretation? Shouldn't this be left in the hands of administrators or legal counsel?

Obviously, each institution will have to deliberate what approach it will take to resolve questions like these. The wisest choice may not be economical. Until the copyright court cases form better definitional outlines of these concepts, risks will be inevitable, or else good teaching may needlessly be hampered by conservative institutional regulations. Before submitting copies to reserve, teachers need to more carefully consider just what quantity and grouping of like materials indeed promotes good teaching and is within the intent of FU, and what levels of copying amounts to anthologizing or even spoonfeeding students. Beside the legal question, the latter practice may keep them from learning how to do their own research at deeper strata than that of mere basics.

Library Copying

Librarians will continue to walk a fine tightrope since libraries must also be subject to the provisions of section 108. Here again, very specific provisions are set forth as exemptions on what would otherwise be infringements. Reserve copying falls under section 108, subsections (d) and (g). Subsection (d) states that

> "[t]he rights of reproduction and distribution under this section apply to a copy, made from the collection of a

> library or archives where the user makes his or her request or from that of another library or archives, of no more than one article or other contribution to a copyrighted collection or periodical issue, or to a copy or phonorecord of a small part of any other copyrighted work, if-
>
> (1) the copy or phonorecord becomes the property of the user, and the library or archives has had no notice that the copy or phonorecord would be used for any purpose other than private study, scholarship, or research..."[16] [my emphasis]

As is quite evident, very similar amount provisions for tolerable copying found in the **Guidelines** is likewise shadowed here. Generally speaking, a "small part" is commonly interpreted to be 10% or less of the work, or one article from a periodical, or one chapter from a book. The reason most libraries insist on returning copied materials at the end of the semester to the teacher stems from the statement above that the copy must become the property of the user, namely, with respect to reserve, the teacher. Much in the same fashion as the FU **Guidelines** put strictures on "anthologizing" and the effects of accumulation, subsection 108 (g) raises the same issue. It states that

> "[t]he rights of reproduction and distribution under this section extend to the isolated and unrelated reproduction or distribution of a single copy or phonorecord of the same material on separate occasions, but do not extend to cases where the library or archives, or its employee-
>
> (1) is aware or has substantial reason to believe that it is engaging in the related or concerted reproduction or distribution of multiple copies or phonorecords of the same material, whether made on one occasion or over a period of time, and whether intended for aggregate use by one or more individuals or for separate use by the individual members of a group; or
>
> (2) engages in the systematic reproduction or distribution of single or multiple copies or phonorecords of material described in subsection (d)..."[17]

Though the terms used here are somewhat elastic (or outright rubbery!), the message is strikingly parallel to the anthology principle found in the FU **Guidelines**. This is why librarians must have an integral voice in formulating, with or without legal counsel, a reserve copyright policy governing the use of teacher- , student- or librarian-made copies. Hopefully, the policies developed with respect to intellectual property laws and the needs of teachers will have boundaries circumscribed by fully assimilated knowledge of the issues and regulations intelligently applied by librarians.

Conclusion

Owners of copyright have exclusive rights in their works [see section 106 of the **Copyright Act**] and users of those intellectual products have no vested rights - only privileges or exemptions (similar to easements in real property) where specific limitations on those rights have been created by law or the courts. It's complement is found in real property rights where the owner has

(1) the right of use,
(2) the right to exclude others from use,
and (3) the right to transfer ownership of it.

These are just some of the issues that must be looked at in relation to library reserve copying. We can wear blinders or we can be well informed and arrive at decisions that will exercise the privileges of the FU **Guidelines** by generally staying within the provisions laid out there, while being in the spirit and intent of the FU provisions in section 107. When copied material is submitted for reserve usage, by virtue of Title 17 of the **Copyright Act**, provisions of section 108 also enter the picture. Librarians should be sure the use is in full compliance with those provisions. If it is a usage determined to be outside those realms, the teacher should be so informed and the material should be returned without going on public reserve. Knowledge and wisdom, but also sensitivity, is needed by all parties (from owners to users) before adopting policy judgments and procedures to be used in handling teacher/librarian reserve copyright conflicts. And conflicts there most certainly will be!

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